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: Assistant Vice President & Title IX Coordinator, Office of Institutional Diversity and Equity, Williams College, Williamstown, MA (413) 597-3301
Directions for Correspondence

The post office address of the College is Williamstown, Massachusetts 01267 and 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
- Business
- Catalogs and Brochures
- Financial Aid
- Graduate Study in Art History
- Graduate Study in Policy Economics
- Transcripts and Records
- Dean of the College
- Director of Admission
- Director of Alumni Relations
- Controller
- Communications
- Director of Financial Aid
- Director of Master of Arts in Art History
- Chair of Master of Arts in Policy Economics
- Registrar

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

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

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

This catalog 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.
The bold decision to plant a college in a virgin community like Williams, with the soil they had chosen was stubbornly uncongenial—so uncongenial, in fact, that for many years the trustees of Williams spent more time and energy in trying to close the College than in trying to keep it open.

In 1819, the petition of the students of Williams to the legislature, and in 1820, having been spurred by the legislature, President Zephaniah Swift Moore took matters into his own hands. Convinced that almost everything about Williams was inimical to the idea of creating a college where, as they put it, “young gentlemen from every part of the Union” might resort for instruction “in all the branches of useful and polite literature.” The proposal was extremely ambitious, to be sure, but the college’s intentions of Colonel Williams; yet the new vision had been fed by the same sort of dreams that had led Ephraim Williams to see a school and a comfortable community where only a military outpost had stood. The early colonists and the legislature of the Commonwealth were to be remembered for their foresight, for their faith in this experiment, for their confidence in the Colonel, and for their determination to stir up the soil at the base of a mountain.

In 1837, for the first time in its history, Williams was able to close the year with an accumulated surplus. In 1845, for the first time in its history, Williams was able to close the year with a full budget. The College had come of age. The noose of financial uncertainty was loosening. A new era was breaking on the College.

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

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

Of the scenery, Thoreau remarked, after a visit in 1844, “It would be no small advantage if every college were thus located at the base of a mountain.” For Thoreau, the location of Williams was “as good as at least one well-endowed professorship.

In the early years, the religious reputation of the College depended on the essential orthodoxy of its president. Charles Francis Adams, Sr., who was the first of six Adams to serve as president, retired in 1886. The Adams family had been prominent in American foreign missions. The Williams’s very informal ties with the Congregationalists avoided the sometimes-chafing relations later experienced by many of the colleges with fuller denominational connections.

During a cusp of American educational history, run in association with Exeter College, Oxford, which provides each year for some 30 Williams juniors a year-long immersion in the life of Oxford University.

III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected undergraduates; it made room for the elective principle, but it subjected undergraduates to required courses and without any uncontrolled wide-option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

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

Among the first traditions to go was that of compulsory religious exercises, abandoned in 1962 after a hundred years of gradual but steady erosion. Voluntary worship in the form of ecumenical chapel services and the activities of student religious organizations carry on another long tradition. In response to the concerns of undergraduate leaders and the faculty and in recognition of the failure of Greek Letter Fraternities to fulfill their promise, the Board of Trustees in 1962 took the first of a series of actions that replaced fraternities with a residential house system. Williams became, as a result, a much more open community. The decision to become coeducational has enabled Williams as degree candidates in 1970 have reinforced the spirit of equality and freedom conducive to a climate of learning.

In this atmosphere of change and heightened purpose the curriculum under a single planning board has become a catalyst for an expansion of the yearly catalogs readily shows, leading to the present 4-1-4 curriculum and a more flexible and wide-ranging schedule and program both on and beyond the campus. Changes in the curriculum included the addition of new courses and departments, the admission of women as degree candidates, the enlargement of language offerings to include full, four-year cycles in Chinese and Japanese. Continuing the tradition of putting the student at the center of the educational experience, Williams in the Fall of 1988 introduced in each of the undergraduate departments a tutorial course in which students of students meet weekly with the professor to discuss a paper, problem set, or work of art produced by one of the students. By 2004 some 60 percent of the graduating class had experienced at least one tutorial course either in the Williams-Exeter program, run in association with Exeter College, Oxford, or in the Williams-Oxford program, which provides each year for some 30 Williams juniors a year-long immersion in the life of Oxford University.
This curricular expansion, and another in the first decade of this century, reflected, and in part resulted from, the fact that the makeup of the college community was changing to mirror more closely the growing racial, ethnic, and religious diversity of American society and of the world more broadly. The 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.

PRESIDENTS OF WILLIAMS
Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., 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., L.H.D., 2009-2010
Adam F. Falk, Ph.D., 2010-

TRUSTEES 2017-2018
Adam F. Falk, Ph.D., L.L.D., President
Michael R. Eisenson ’77, M.B.A., J.D., Boston, Massachusetts, Chairman of the Board of Trustees
Clarence Otis, Jr. ’77, J.D., Windermere, Florida
Kate L. Queeney ’92, Ph.D., Northampton, Massachusetts
O. Andreas Halvorsen ’86, M.B.A., Greenwich, Connecticut
Liz Robinson ’90, M.B.A., New York, New York
Martha Williamson ’77, B.A., San Marino, California
Elizabeth A. Andersen ’87, J.D., Washington, D.C.
William C. Foote ’73, M.B.A., Whitefish Bay, Wisconsin
Richard R. Pickard ’75, J.D., Los Gatos, California
Sarah Moltman 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 ’91, J.D., New York, New York
Thomas M. Belk ’77, M.B.A., Charlotte, North Carolina
Noriko Honda Chen ’89, B.A., San Francisco, California
Cooper Campbell Jackson ’89, J.D., Los Angeles, California
Jonathan D. Sokoloff ’79, B.A., Los Angeles, California
Jillian E. Charles ’91, J.D., Cleveland, Virginia
Leila H. Jere ’91, B.A., San Mateo, California
MISSION AND PURPOSES

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

Williams is fortunate to have extraordinary resources, but its strength derives above all else from the quality of its people. Williams students rank with the best in the country; the rigor and competitiveness of the College’s academic work lays the foundation upon which the students in the company of only a handful of other institutions. Over the past thirty years especially, Williams has both strengthened its academic profile and actively recruited a student body that is markedly more diverse in many dimensions, including race, national origin, and the educational and socio-economic background of its families. The strength of the student body today is the product of the College’s resolve to search as widely as possible for students of high academic ability and great personal promise. There is not an exclusively academic drawback flowing from the conviction that encountering differences is at the heart of the educational enterprise—differences, certainly, of ideas and beliefs, but also differences of perspectives rooted in the varied histories students bring with them.

As both an educational and social imperative, we are committed to welcoming talented students irrespective of their financial resources, and it is therefore a central institutional priority—unwaveringly supported by all parts of the College community—to maintain our policies of need-blind admission for domestic students and of fully meeting a student’s demonstrated need. And, recognizing that of those to whom much has been given much may properly be required, 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 rather as a privilege that creates the opportunity and responsibility to serve society at large.

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

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

But it is the teaching gene that especially defines Williams professors. They devote sustained attention every year to assessing the quality and freshness of the curriculum, and to crafting pedagogical approaches that help make room in the minds and lives of their students for the profound truths our students are—indeed, must be—learning to live. Faculty members invite students to become partners in the process of intellectual discovery. That partnership becomes visible in every classroom, where students are expected to engage with their professors and with one another in pursuing the underlying setting of Williams tutorials, where students take the lead in explaining what is interesting and consequential about that week’s assignment; and in the College’s ambitious programs to engage students directly in faculty research. But the classroom and curriculum are only the entry points. Professors at Williams want to know not only what their students think, but how they think and who they are. They want to know students in all their dimensions—to learn their histories and hopes, to advise them on matters personal as well as academic, to see them as complex individuals who deserve attention and respect. Faculty and students together, learning with and from each other in a community whose intimacy of scale fosters close personal and intellectual relationships, where “community” is truly more than a convenient label. Williams is not only an educational, but an ethical, imperative; where the values of engagement and decency fundamentally shape the educational process: These are the ideals to which Williams faculty and students aspire.

If students are strong partners in their own education, they are also able to shape the kind of place Williams is. Williams talent—administrative and support staff; they keenly understand the College’s mission and devote their energies to advancing it. Williams alumni are fiercely and intelligently loyal, contributing generously of their time, their experience, and resources to the lives of students and faculty. And where it was in their time, alumni encourage Williams to reinvent itself for each new generation. Williams trustees (all of whom are currently alumni) provide discerning strategic direction and careful stewardship of the College’s assets. While the board of trustees is fully engaged, it keeps its focus on large policy issues and long-term decisions.

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

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

• Our purpose is not to offer specialized or professional training, but to develop in our students strong writing, speaking, and quantitative abilities, as well as analytical and interpretive talents, lasted in relation to fields, disciplines, and original liberal arts. We invite young people to claim that a broadly educated person will be more capable of adapting to the particular needs of the professions and of public life than a person narrowly trained in singular subjects.

• Our curricular requirements aim to negotiate the crucial balance between breadth and depth. We combine an appropriately liberal distribution of each student’s course choices across the curriculum with some measure of control over the methods and subject matter of at least one required course. In important ways of discipline approaches and the disciplinary traditions that support them, we have welcomed and participated in the academy’s growing emphasis on inter-disciplinary learning as a way of understanding the interconnectedness of ideas, and as a bulwark against the fragmentation of knowledge.

• Through the increasingly global reach of our curriculum, as well as the diversity of our campus community, we seek to develop in students the confidence to see and feel, to grasp, respond, and resolve to search as widely as possible for students of high academic ability, and to understand that values of community whose intimacy of scale fosters close personal and intellectual learning and knowledge, and to make judgments that we fail to think of the past as something that calls to us with an urgent, or admonitory, or even sympathetic voice.

• We want, too, to lean against the growing culture of simplification, where intricate issues are boiled down into fiercely held “positions,” where counter-arguments are seen as irritating distractions from clarity, where “points” have more power and visibility than the thinking that produced them. We want instead to inspire in our students the confidence to be undaunted by complexity, and to embrace it in ways that will prove valuable to them and to society at large.

• We aim to encourage students to develop a personal stance toward learning and knowledge, and to make judgments that put their beliefs and values on the line. We want them to have the courage of their convictions, and to be not so much right or wrong, as we tell our students they too must be prepared to respond in an agile, nuanced way to needs and challenges we cannot yet anticipate.

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

The most versatile, the most durable, in an ultimate sense the most profound, is learning. Through it we gain the knowledge to do, and the wisdom to make the best use of it. The things that are now offered are those impractical arts and sciences around which a liberal education has long centered: the capacity to see and feel, to grasp, respond, and act over a widening arc of experience; the disposition and ability to think, and the confidence to act with one’s full capacity for thought. Under an ever-extending range of reality; the elasticity to grow, to perceive more widely and more deeply, and perhaps to create; the understanding to decide where to stand and will and tenacity to do so; the wit and wisdom, the humanity and humor to try to see oneself, and also the clear thinking of others, to live in that world which things in which one believes on their way. This is not the whole of a liberal arts education, but as I understand it, this range of goals is close to its core. So it was more than a half-century ago, and so it remains today.

The statement above is the product of discussions during the 2016-17 academic year in the Accreditation Self-Study Steering Committee, whose twenty-eight members include faculty, students, and administrators, and in the Williams College Board of Trustees. The Board approved this statement in June 2017.
COURSES OF INSTRUCTION 2017-2018
COURSE NUMBERING SYSTEM
Courses designated by a single number are semester courses. In some departments, course numbers have special meanings that are explained in their listings.

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

THESE SYMBOLS ARE USED IN DEPARTMENTAL MASTHEADS TO INDICATE FACULTY STATUS
* On leave for study
** On leave for fall semester
*** On leave for spring semester
§ Visiting or adjunct, part-time fall semester
§§ Visiting or adjunct, part-time spring semester
§§§ Visiting or adjunct, full-time spring semester

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

Of note:
1) A course in which registration is deemed insufficient may be withdrawn at the beginning of the semester without prior notice.
2) An instructor has the right to: a) require a student to drop a course if the student does not attend the first scheduled meeting of that course; b) refuse permission to add a course if a student has not attended the first scheduled meeting of that course.
4) An incoming junior must declare a major by filling a “Major Declaration Form” during preregistration. A current junior or senior may change or add a major by filling a “Major Declaration Form” subject to approval by CAS.
5) Declaration of two majors is subject to the approval of the CAS.
6) Students wishing to undertake an independent study must submit a petition before the end of drop/add in which the student plans to take the independent study.
7) Forms for any of the above requests may be obtained at the Registrar's Office website.
8) When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—at the time they register for that course.
9) 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 meet are represented by the first letter of each day, for example, M for Monday (except that R is used for Thursday).
10) Tutorials are not available for the fifth course option. Students may not drop a tutorial after 4:00 pm on the day before the first scheduled day of organizational meetings each semester.

THE CURRICULUM
- Williams College offers a course of study leading to the degree of Bachelor of Arts. The course requirements prescribe both the number of courses to be completed and the minimum grade level to be achieved; the curriculum also requires that each student explore several fields of knowledge and concentrate in one. The full requirements for the degree include meeting the minimum academic standards stated below, residing at the College, fulfilling the distribution requirement, completing a major, and completing the physical education requirement.
- The academic year is divided into two regular semesters and a Winter Study Period. The student takes four courses in each semester and during January pursues a single program of study on a pass/fail basis.
- Winter Study Period, which began in 1967, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from the fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In addition, the academic work, which is graded Pass, Perfunctory Pass, or Fail, students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

General Requirements for the Bachelor of Arts Degree
- To be eligible for the Bachelor of Arts degree a student must pass 32 semester courses (at least 29 of which must be regularly graded A-E, 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, get no more than one grade below a C in any one division, and meet the four-year education requirement. A student may not repeat a course for which degree credit has been awarded.

Distribution Requirement
- The distribution requirement falls into four parts. Note that courses used to fulfill these requirements must be regularly graded. Please refer to individual course listings in the online catalog to determine distribution credit.

1) Division Requirement. Designed to ensure that in their course of study at Williams students take an appropriately diverse distribution of courses across the full range of the curriculum.
- 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 below.
- 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
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 Studies
Asian Studies 103, 274
Chinese (except CHIN 223)
Classics
Comparative Literature
Critical Languages
Danish
Dance
English
EXPR 245, 420
French
German
Greek
INTR 152
Italian
Japanese (except JAPN 217, 218, 321, 486T)
Latin
Literary Studies
Maritime Studies 231
Music
Russian
Spanish
Spanish Theatre

**Division II: Social Studies**

African Studies
American Studies
Anthropology
Arabic 111, 206, 207, 215, 230, 231, 232, 234, 243, 280, 281, 303, 305, 310, 311, 332, 408, 409, 410, 480, 491
Asian Studies (except 103, 274)
Chinese 223
Cognitive Science
Economics
Economics Studies 101
Experimental Studies (except EXPR 245, 420)
Global Studies
History
History of Science (except HSCI 224)
Interdisciplinary Studies (except INTR 160, 223)
Japanese 217, 218, 321, 486T
Jewish Studies
Justice and Law
Latina/o Studies
Leadership 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
Sociology
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.

Courses at the Williams-Mystic Program may also be used toward fulfilling the distribution requirement as appropriate.

2) Exploring Diversity Initiative Requirement. 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 marked with a “(Q)” 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 social and political power relations, 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 constitute 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 and paradigms 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; the essay will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Affairs. There is no appeal process, and all decisions are final.

Here is a current list of courses offered that meet the Exploring Diversity Initiative requirement.

3) Quantitative/Formal Reasoning Requirement. This 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 lessen barriers to carrying out professional and economic roles. Prior to the senior year, 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 is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Here is a current list of courses offered that meet the Quantitative/Formal Reasoning requirement.

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 these 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.

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

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

Contract Major
Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a studently 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.

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 carry-over activities; of discovering and extending their other 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. All 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.

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

- 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 may 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.

The degree requirements must be completed within eight semesters, including any semesters for which a student receives credit while not in residence at Williams. Thus, semesters spent away on exchange or other approved programs at other colleges are included in the eight semesters.

ADDITIONAL CURRICULAR OPPORTUNITIES
Advanced Placement and International Baccalaureate
At the discretion of the appropriate departments or programs, students presenting satisfactory scores in Advanced Placement exams 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 may not be used to reduce the normal course load of a semester, make up a deficiency incurred at Williams, or 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 received 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, a student must have completed at least one full year of study at Williams and have met minimum academic standards before the CAS will 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 proficiency, cultural literacy, and experience in the content of the student’s college education. Seven or eight courses 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. Students spend the first three years at Williams and the remaining three years at Columbia University, completing 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 Physics Department’s Pre-Engineering website includes a list of Williams courses recommended to prospective engineers, as well as a link to the list of Columbia’s prerequisites.

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 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.

The pre-engineering advisor, Taku Majumder, will be happy to assist students interested in any of the options leading to engineering careers.

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
- Latina/o Studies
- Leadership Studies
- Maritime Studies
- Neuroscience
- Public Health
- Science and Technology Studies

Coordinate Programs
A number of programs do not offer concentrations formally, but do provide students with the opportunity to study topics that cross department and program lines. These are: Bioinformatics, Genomics, and Proteomics; Film and Media Studies; History of Science; Linguistics; and Materials Science Studies.

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 at Williams. Students should contact the Registrar’s Office about arrangements.

Experiential Education at Williams
Experiential education, involving “learning by doing” outside the classroom, is a successful and growing part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in the arts, challenge students to become deeply engaged in their academic and civic learning through field work, whether in the form of research, sustained 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 with an experiential dimension range from those involving a small fieldwork project to the multi-course semester length immersive Williams-Mystic Maritime Studies program. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. Experiential course listings are available on the Center for Learning in Action (CLIA) website. Beyond specially designated semester and winter study courses, faculty welcome students developing their community service and work interests into curricular fieldwork, whether as a retooling of an existing assignment or an independent study.

A range of non-credit experiential learning opportunities is also available to interested students. Course work, internships, research, and special initiatives all provide students the chance to “learn by doing” outside the classroom. Information on each of these avenues is highlighted below.

Volunteer and Paid Community Service
Opportunities to apply creative energy and initiative in the service of others, i.e. to learn by doing good, abound in education, government and non-profit organizations surrounding campus. Volunteers can teach, tutor, or mentor in the local schools, build homes with Habitat for Humanity, work on energy efficiency campaigns, join or lead Break Out (spring break) Trips, serve as volunteer income tax consultants, clean hiking trails, and more. Work in these areas is facilitated by the Center for Learning in Action (CLIA) and over a dozen student groups, including Williams Homeless Outreach, Ephs Out Loud, Williams Recovery of All Perishable Surplus (WRAPS), and Lehman Community Engagement (LCE) which leads monthly service projects and a fall and spring Great Day of Service.

Curation and Education at the Williams College Museum of Art
Students can help develop exhibitions and programs, or teach art to the public as Gallery Guides of the Williams College Museum of Art. To learn more, contact Rachel Heisler, Manager of Student and Visitor Engagement.

Internships and Research Opportunities
A wide variety of summer internship and research fellowship 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 (CLIA). Research opportunities are also available through individual academic departments.

Summer Internships
Students can apply for grants or participate in internship programs run by many campus departments and programs. Options include serving as a community outreach intern or K-8 science curriculum developer with the Center of Learning in Action (CLIA), summer internship funding from the Career Center, the Center for Environmental Studies (CES), the Zilkha Center for Sustainability, and the Economics Department.

Summer Research Work with Williams Faculty and Independent Field Research
Students can work on research projects with faculty involving fieldwork in the Humanities and Natural and Social Sciences through programs administered by the Office of the Dean of the Faculty and Center for Learning in Action (CLIA). For more information, see the Office of the Dean of the Faculty and the Sentinels Fellowship Program, which funds U.S. policy research. For funding for an independent research or creative project, see the Office of Fellowships.

For more information about experiential learning and community engagement at Williams College, go to the Center for Learning in Action (CLIA).

Honors Program
Williams awards the degree with honors to those students who have demonstrated imagination, initiative, and intellectual independence within the major or in some concentrations. The Honors Program requires two or three courses, one of which may be a Winter Study Project, constituting a clearly interrelated pattern of study, whether in the form of a thesis, specialization within the major, or interdisciplinary study with courses from other programs or departments. At least one of the courses must be in addition to the minimum requirement for the major or concentration. A student needs to do the equivalent of two theses in order to be eligible for honors in two majors or a major and a concentration.

Individual departments and programs describe special criteria, procedures, and patterns of study for honors in the “Courses of Instruction” section. Students should consult with their departments on their honors options prior to the senior year. Before the student has begun 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 course offerings, arrangements may be made to undertake courses of independent study under faculty supervision. Such arrangements are made with the appropriate department well in advance of the start of the semester. Once you have discussed plans for an independent study with a faculty sponsor, please submit the Independent Study Request form before the beginning of the semester in which the independent study will be taken, but no later than the last day of drop/add.

Study Away from Williams
Students are encouraged to think about the option of study away as they begin the process of choosing major and course requirements for the sophomore year. All students in good standing with no deficiencies, including financial aid recipients, are encouraged to study away during all or part of their junior year. The Office of International Education and Study Away offers over 200 approved programs, both domestically and internationally, for students to choose from. Over 40% of the junior class chooses to study away for a full semester or academic year.

Credit earned on the Williams-Mystic Maritime Studies 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 general credit and their GPA will not be impacted, however, the experience will appear on their Williams College transcript. Credits can transfer toward the Williams degree; however, 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 (CAS).

The one-time petition deadline is March 1st the year before a student chooses to study away. To learn more about the process please contact the Office of International Education and Study Away.
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 student is required to take a tutorial course, but any 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 sophomores; they are usually given enrollment preference for such courses, though interested juniors and seniors are often welcome. Tutorials at the 300/400 level are designed primarily for juniors and seniors (and, often, for majors in the discipline); interested first-year and sophomores are welcome to apply, but are urged to consult the instructor before registering.

Tutorials place much greater weight on student participation—more so than regular courses or small seminars. 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 debate.

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

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

At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report, 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 critiques (on 4 to 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 all tutorials are as demanding as 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 appreciate 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 abilities as they engage in debate; and the close intellectual 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 abilities as they engage in debate; and the close intellectual discussion.

Williams offers a year-long program of studies at Oxford University in cooperation with Exeter College, Oxford. Based at Exeter, Williams House, Williams’ study center at Oxford, the Programme is designed to offer the fullest possible integration of the student into the intellectual and social life of one of the world’s great universities. It makes full use of the Oxford tutorial system and the Oxford three-term calendar is followed.

Eligibility for and Completion of Majors

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

All semester 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 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 each major course and, where required, a major Winter Study Project, the student must maintain an average in the major of 1.67 or higher. Seniors who have failed a course for the major may continue to remain in the major. A senior who receives a grade of E 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 but is by some. All departments requiring such an exercise specify it as such in the description of their major programs, and all students in those departments must complete the exercise satisfactorily.

Early Concentration Rule

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:

- First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
- Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
- Juniors 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 (CAS) filed at the time of registration.

Course Load

Students are required to complete four courses each semester.

Approved Reduced Course Load

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

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

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

- Minimum academic standards for an upperclass student on a reduced course load are three grades of C minus or better. OR two grades of C minus or better and a Pass and each semester, and at least Perfunctory Pass on the Winter Study Project. The minimum academic standards for a first-year student on a reduced course load are two grades of C minus or better and no failures each semester, and at least Perfunctory Pass on the Winter Study Project. The Committee on Academic Standing may require a student to withdraw from the college for a period of time for failure to meet these minimum standards.
- Students may take a fourth course as an extra course. This course may be taken pass/fail or for a grade, and will count toward the 32-course requirement.
- Students on a reduced course load should consult with the Associate Registrar and with Dr. Wallace, Director of Academic Services, at least once each year to make plans for completing the degree. Since the student will complete fewer than 32 Williams courses in eight semesters, the student will need to either take summer courses elsewhere or take additional semesters at Williams in order to complete their graduation requirements. Note, however, that only Williams courses can be used for completing distribution requirements.
- If a student wishes to take summer courses elsewhere, they must be pre-approved by the Associate Registrar and must be taken at an accredited four-year institution and be in a field appropriate to the liberal arts.
- If a student wishes to take courses elsewhere that count towards the requirements of their major, those courses will need to be approved by the chair in their major department or program.
- If a student receives financial aid, that aid can be extended if the reduced course load requires additional semesters to complete 32 courses.
- The college requires all students to take a full course load. This means that students on a reduced course load must be enrolled in a minimum of three courses each semester. Students who come to the end of a semester having completed 30 or 31 courses, and choose to complete those remaining courses by petitioning to take an additional semester at Williams will be expected to be enrolled in three courses that final semester.
- As is the case for all students, students are permitted to withdraw from one course in the first year and one additional course during the remaining semesters at Williams, so long as the requirements for withdrawing from a course are met. If the student withdraws from a course before the deadline for the following summer or the next semester. For more details on withdrawing from courses and making up course deficiencies, see http://www.williams.edu/admin/registrar/faq/failure.html#withdraw
- Students on reduced course load who plan to study away should be sure to both Dr. Wallace and the study away advisor know of their intention to take a reduced course load while away. Many study away programs permit students to take five courses (of which four may be pass/fail) or to complete a course load if they have been approved for that load by their home institution, but some programs are fully integrated such that taking only three courses is not possible without disrupting the academic integrity of the program.

If a student is approved for a reduced course load without a specific ending date, Dr. Wallace will review the necessity of continuing on reduced load at the beginning of each term. He may contact the student to request updated academic or medical information if needed to determine the appropriateness of continuing the reduced course load accommodation.

Pass/Fail Option

Students may designate a fifth course as one of their pass/fail options, similarly by the tenth week of the semester. Courses taken pass/fail as part of a 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.

Instructors 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 is available for the pass/fail option, they 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 requirements or certificate requirements (under rare circumstances, the chair of the relevant program or department may grant an exception to this rule) or to accelerate graduation, but may be used to make up a deficiency from a prior semester as one of the seven courses that complete the degree. An extra course completed as a fifth A-E graded course may be used to fulfill distribution or major, concentration, or certificate requirements 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.

Instructors have the option of designating any of their courses not eligible for the fifth course option.

Withdrawing from a Course

First-year and first-semester transfer students may be permitted to withdraw from one course (incuring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may withdraw from a course under the same conditions once in subsequent years. A withdrawal, recorded on the transcript as a “W,” is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. See “Deficiencies” for more information.

Extensions of Deadlines

Deadlines for course work are set by the instructor with the following limitations and are not extendable fully:

- for courses with final exams, the latest that written work may be due is 5:00 p.m. on the last day of reading period.
- for courses without final exams, the latest that written work may be due is 5:00 p.m. on the third-to-last day of the exam period.
Failing a Course and Deficiencies

When a student fails in course credits because of a failure or course withdrawal, they have a deficiency. Deficiencies can be made up only by courses taken after the deficiencies have incurred. Thus, for example, Advanced Placement credits may not be used to make up deficiencies.

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

A student must make up a deficiency in one of these ways:
- obtain a grade of at least C in a summer school course, approved in advance by the Registrar, at a regionally accredited four-year college or university (the grade will not, however, be included in the calculation of the student’s cumulative grade point average)
- pass an extra course, either on a pass/fail or on an A-E graded basis, at Williams in the semester following the withdrawal or failure.
- in the case of a first semester failure, obtain a grade of at least a 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.

For first-year students:
- three grades of C minus or better and no failures each semester, and at least Perfunctory Pass on the Winter Study Project
- for upperclassmen: Four grades of C minus or better, OR three grades of C minus or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress may receive an academic reminder, be placed on academic probation, or be required to resign.

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. There may, however, be exceptions. If a student is required to resign from the College may petition the Committee on Academic Standing through the Dean for reinstatement on two conditions only: all deficiencies must have been made up and a letter submitted to the Committee that offers convincing evidence that the student is now able to complete work toward a degree at Williams without further interruption.

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

A student who fails to meet minimum academic standards in their 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 unless 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 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 requirements in the same time limitations.

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, before the end of the drop/add period, the transcript will list the date of withdrawal as the day the student officially withdrew. If the student is granted permission after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not 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 is described in the Williams College Refund Policy.

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 they are declared ineligible to do so for one or more of the following reasons:
- by the Dean;
- by vote of the Discipline Committee; or
- by vote of the Discipline Committee on Academic Standing because of a dangerously low record.

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

Dean’s List

All students who 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 provided they have met the requirements.

3) Students shall be eligible for election only if they have been students at Williams College for at least two years.

4) 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.

5) Any student who shall have gained their 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.

6) The name of a member elect shall be entered on the roll only after they have accepted the election and has paid to the Treasurer the regular entrance fee.

7) Any undergraduate member who withdraws from the College before graduation or who fails 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.

8) Any undergraduate expelled from the College shall be deprived of membership in the Society.

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

10) 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, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.

Awarding of Degrees

By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. 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 of a student and recommendation of the department concerned and with the approval of the Committee on Academic Standing.

Graduation with Distinction (Latin Honors)

The Faculty will recommend to the Trustees that the degree of Bachelor of Arts with distinction (Latin Honors) 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:

- 7) Any undergraduate member who withdraws from the College before graduation or who fails 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.

8) Any undergraduate expelled from the College shall be deprived of membership in the Society.

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

10) 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, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.
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

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

Program
Prior to 1967-68, Williams College followed the traditional two semester calendar. Beginning with the year 1967-68, the 4-1-4 plan has been followed. Williams has no summer session.

Credits
Prior to 1967-68, 40 semester courses were required for the degree. Each course was considered the equivalent of three semester hours. The 401-402 course and certain other courses carried double credit.

Starting with 1967-68, 32 semester courses, four winter study projects, and four units of physical education were required for the degree. Our course system considers all full semester courses to have equal weight toward completing the degree requirements. Full semester courses typically meet for a minimum of three hours a week, with the expectation that at least an additional ten hours of academic engagement be spent in class, lab, discussion, studio, film viewing, reading, research, writing, and/or other forms of intellectual and creative work related to their class.

The Winter Study Project enhances the breadth of our traditional liberal arts curriculum. The four-unit requirement encourages students to explore topics both within and outside the traditional liberal arts curriculum, provides opportunities for domestic and international travel, and allows students to participate in research and fieldwork that will enrich their education and that may lead to possible careers.

If it is necessary to convert course units to credit hours, we suggest that each full semester course be considered the equivalent of 3.75 credit hours.

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 williams.edu/wp-etc/acad-resources/survival_guide. For a complete description of honor and discipline procedures, please see 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 their work and to abide by the standards of reference and attribution 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, class notes, term papers, 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 2017-2018 are as follows:

Tuition $53,240
Board $7,170
Room $6,980
Activities and Residential House Fees $310
$67,700

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

Books $800
Clothing, Laundry, Recreation ~ $1,500
Estimated year's total, exclusive of travel expenses* $2,300

* A student activities fee for support of non-athletic student organizations is charged to all undergraduates as part of the College term bill.
** Travel expenses are not included in figures listed above. The cost of two round-trip tickets is added into each successful financial aid candidate’s award.

Additional Items
A Residential House Fee of $60 per year is charged to upperclassmen as

11
a part of the College term bill at the rate of $30 each semester. It is used to provide a base for the social and cultural programs of each residential House and to meet any unusual maintenance expenses for the Houses. First-year class dues of $80 are charged at the rate of $30 each semester. Co-op residents and off-campus residents are charged a $30 Neighborhood Residential Fee each semester.

The Commonwealth of Massachusetts requires that all full- and part-time students enrolled in institutions of higher education located in Massachusetts must participate in a qualifying student health insurance plan offered by the institution or in another health insurance program offering comparable coverage.

The College offers a qualifying student health insurance plan to all students. Students may opt to participate in the College’s plan if the student certifies prior to August 1, 2017 at www.gallagherstudent.com that the coverage offered by an alternative program chosen by the student is comparable to the plan offered by the College. Students enrolled in the College’s plan for the 2018-2019 academic year will be charged $1,818 for this coverage.

Information about the student health insurance plan offered by the College is emailed to every student in May. Questions about the College’s plan or the online waiver/enrollment process should be directed to Gallagher Student Health at 800-406-5205 or by email at williamsstudent@gallagherstudent.com.

There may be a $5 per day processing fee for any registration changes accepted after the announced deadlines. There is a charge of $25 for a lost key and $15 for a lost ID.

**Payment of College Bills**

A non-refundable deposit of $200 to reserve a place in the first-year class is required from applicants (except certain financial aid recipients) by the Candidate’s Reply Date of May 1. The deposit appears as a credit on the term bill rendered in July.

College term bills for one half of the annual comprehensive fee are issued electronically and may be paid by credit card (Visa, MasterCard, Discover or American Express). Credit card payments are subject to a 2.99% convenience fee. Payments may be made online through the Student Account Center or by credit card (VISA, MasterCard, Discover or American Express). Credit card payments are subject to a 2.99% convenience fee. Payments may also be made via check, money order, or cash. International payments may be made by wire transfer through Flywire.

Students who receive a scholarship(s) that was not awarded through the Williams Office of Financial Aid must complete a Scholarship Information Sheet and submit it to the Financial Aid Office by early June. Provisional credit will be posted in the student’s account for the following; and any disbursements of direct loans for which a promissory note has been signed and returned to the Office of Financial Aid, anticipated disbursements of outside loans approved by the lender, outside scholarships which have not yet been received and applied against the student account, and any remaining summer contract amount for the TMS Installment Payment Plan (5-month or 4-month plan for each term). If actual payment for the above provisional credits are not received by the date anticipated, the provisional credit will expire and be removed from the student’s account creating a balance due.

A check or online payment returned to the College for any reason such as “no account/unable to locate account” or “insufficient funds” will be charged to the student’s account a $25 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 not made satisfactory and communication with the Bursar is 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. 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 and billing is inaccurate, they should notify the Williams 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 Education and at www.meфа.org.

Williams also offers an installment payment plan, administered by Tuition Management Systems. The program is only available for each term and may be closed early for any reason. The monthly payment is divided into 5 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 is a convenient 12-month installment plan (mid-July to mid-July) by August 5, which will be the total cost for each term (less any scholarships, Federal Direct or parent loans) divided by 5 or 4 months. There is an enrollment fee per term for this program. Information on the payment plan and Tuition Management Systems can be found at williams.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 2017-2018 academic year.

### FALL SEMESTER 2017

**Date of withdrawal:**

- Prior to start of classes Sept 7: 100% Tuition, room, board
- Week 1: Sept 7 to Sept 13: 90% Tuition, board only*
- Week 2: Sept 14 to Sept 20: 80% Tuition, board only*
- Week 3: Sept 21 to Sept 27: 70% Tuition, board only*
- Week 4: Sept 28 to Oct 4: 60% Tuition, board only*
- Week 5: Oct 5 to Oct 11: 50% Tuition, board only*
- Week 6: Oct 12 to Oct 18: 40% Tuition, board only*
- Week 7: Oct 19 to Oct 25: 30% Tuition, board only*
- Week 8: Oct 26 to Nov 1: 20% Tuition, board only*
- No refund after November 1, 2017

### SPRING SEMESTER 2018

**Date of withdrawal:**

- Prior to start of classes Jan 31: 100% Tuition, room, board
- Week 1: Jan 31 to Feb 6: 90% Tuition, board only*
- Week 2: Feb 7 to Feb 13: 80% Tuition, board only*
- Week 3: Feb 14 to Feb 20: 70% Tuition, board only*
- Week 4: Feb 21 to Feb 27: 60% Tuition, board only*
- Week 5: Feb 28 to Mar 6: 50% Tuition, board only*
- Week 6: Mar 7 to Mar 13: 40% Tuition, board only*
- Week 7: Mar 14 to Mar 20: 30% Tuition, board only*
- Week 8: Mar 21 to Mar 27: 20% Tuition, board only*
- No refund after March 27, 2018

*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, 2017 - August 14, 2018). 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 regulations. Please note that withdrawal from the semester could result in a balance owed to the College for federal aid that must be repaid.

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 information visit www.gradguard.com/refund/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.

### Financial Aid

Williams has a substantial financial aid program to promote the greatest possible diversity in the social and economic background of the student population. Students interested in financial aid policies and procedures should consult Williams College Prospectus, the Student Handbook, or the Office of Financial Aid at finaid.williams.edu.

### 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 all these and many other endowed scholarships. No separate application is required. Limited space prohibits the complete listing of these, but some deserve special mention because of their distinctiveness.

#### 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 students spending part of their undergraduate years overseas. CLASS OF 1936 MEMORIAL SCHOLARSHIP: Established in 1986 by members of the Class of 1936 and their families and friends as its 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 students of promise.

MARY AGNES 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/ Norstar 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. The scholarship is 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). Second preference is given to students of English and Romantic Languages. Candidates for the master of arts degree in one of the sciences (usually represented by slides) is regarded as an absolute necessity in the admission process.

JOHN W. LASSELL 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. LEHMAN 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 upper-class students are selected each year on the basis of service to both the Williams and wider community.

MORRIS AND GLADYS LÉWY SCHOLARSHIP: Established in 1983 by Morris and Gladys Lewy, parents and grandparents to two Williams graduates. Preference is given 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 is to be given to students from Ohio.

FREDERICK H. ROBINSON ’20 MEMORIAL SCHOLARSHIP: Established in 1929 by the late Mrs. Dorothy S. Robinson in memory of her husband, a member of the Class of 1920. Preference is given to students who demonstrate interest in music.

SPENCER FAMILY SCHOLARSHIP: Established at Williams in 1991 by Mrs. Harriet 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 is given to students of Native American, African-American, Latino, or Asian-American descent.

C. V. STARR SCHOLARSHIP: Established in 1963 by C. V. Starr Foundation with preference given to international students.

FRANCIS LYNDE STETSON SCHOLARSHIP: Established in 1921-22 by Francis Lynde Stetson, Class of 1867. Preference is 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 is given to students from Berkshire County.

Alumni Funded Tutorials

Tutorials bring a professor and two students together in weekly sessions that explore significant topics in the student’s major. The tutorial has a written statement: “The ideal college is Mark Hopkins on one end of the log and a student and the other.” They forge student-professor bonds, teach students about arguments, about arriving at and defending a position, and about answering the question: Is my response to it defensible? They also promote critical reading, the writing of succinct analyses, and oral defense.

Williams College recognizes the Classes of 1953, 1954, and 1979 with deepest gratitude 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 Germannet 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 STUDIES AND PROFESSIONAL CAREERS

Although the principal function of Williams is to provide a broad and solid liberal education that will be of lasting value no matter what vocation a graduate chooses, the College recognizes that fundamental conflict exists between a liberal education and preparation for a professional career; on the contrary, a foundation of liberal studies increases professional competence in any field. A student should plan their 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 their college careers. Each departmental major provides the foundation for graduate study in the corresponding field. Students should consult with individual departmental programs for requirements, and for special advice regarding preparation for graduate study. Students should also consult departmental chair or special faculty advisors as early as possible in their college careers to make certain they have taken all the necessary factors into consideration.

Visual Arts

Students interested in graduate studies in art or architecture should meet with faculty with whom they have completed advanced work in the areas they wish to pursue. Their counsel can help narrow the search of programs that would best match a student’s needs. The specific requirements of all art and architecture programs are varied. The requirements of Master of Arts and/or Master of Fine Arts is available from their online resources.

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 studio, 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, many art schools maintain a formal 3-2 arrangement with a second institution in art which is considered an absolute necessity in the admission process...

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

Many Williams graduates enjoy productive careers in engineering, applied science, or technical management. Successful engineers need to be able to communicate effectively, reason logically, and understand both the technical 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 a student will complete a B.A. in engineering at Dartmouth College, as indicated on the webpage, Williams maintains a formal 3-2 arrangement with Dartmouth College that offers the opportunity to study engineering and business administration, as well as a 2+1-1 arrangement with the Thayer School of Engineering at Dartmouth College.

Foreign Language

Particular attention is called to the foreign language requirements of graduate study. Candidates for the degree of doctor of philosophy at many graduate schools are required to have a reading knowledge of both French and German. Students interested in graduate work in business administration should contact the Pre-MBA Advisor, Robin Meyer (Robin.L.Meyer@williams.edu), 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 effectively, reason logically, and understand both the technical 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 a student will complete a B.A. in engineering at Dartmouth College, as indicated on the webpage, Williams maintains a formal 3-2 arrangement with Dartmouth College that offers the opportunity to study engineering and business administration, as well as a 2+1-1 arrangement with the Thayer School of Engineering at Dartmouth College.

Foreign Language

Particular attention is called to the foreign language requirements of graduate study. Candidates for the degree of doctor of philosophy at many graduate schools are required to have a reading knowledge of both French and German. Students interested in graduate work in business administration should contact the Pre-MBA Advisor, Robin Meyer (Robin.L.Meyer@williams.edu), at the Career Center.

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, application and admission to law school is open to qualified students from all academic disciplines. This does not mean, however, that law schools are indifferent to one’s undergraduate academic experience. In fact, law schools will be very conscious of the quality and rigor of one’s undergraduate education. A serious student, considering law school, will heed this advice and undertake a challenging program.

Students intending to study law should consult with the Pre-Law Advisor, Michelle A. Shaw (Michelle.A.Shaw@williams.edu), at the Career Center. Also, on a regular basis, law schools from around the country will visit Williams to provide information and answer questions from potential applicants.

The Health Professions

Many Williams graduates elect to pursue a career in medicine, dentistry, veterinary medicine, public health, or other health-related fields. All are welcome to seek guidance from the Health Professions Advisor within the Career Center.

Students interested in medicine and related fields should pursue a broad liberal arts education, letting enthusiasm for subjects be a guide. In most cases, a student should acquire volunteer service and field-specific internship experience in an effort to confirm interest in the chosen field. With careful planning, any major can be studied.

In order to pursue a career in a health-related field, a student must pay particular attention to the courses required 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.

Barbara Fuller (Barbara.Fuller@williams.edu), 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 careers.williams.edu/grad-school/pre-health.

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 elementary or secondary level should plan to attain state certification and/or earn a MAT or M.Ed at a good graduate school. There are many opportunities for 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 intend to major. Those interested in teaching at the elementary or secondary level should consult with Susan Engel (Susan.L.Engel@williams.edu), the Director of the Program in Teaching (program-in-teaching.williams.edu). Additional advice for both of these options is also available at the Career Center.

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 in which they intend to major. Those interested in teaching at the elementary or secondary level should consult with Michelle Shaw, the Director of the Program in Teaching (program-in-teaching.williams.edu), the Director of the Program, to find out how they might participate.

Students who want career advice should consult the Career Center which has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continuing at developing for the spring. 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 should contact Susan Engel (Susan.L.Engel@williams.edu), the Director of the Program, to find out how they might participate.

Students interested in teaching may want to consider participating in the Program in Teaching at Williams (program-in-teaching.williams.edu) which is designed to enable undergraduates to study the ideas, questions, and practices involved in teaching at all levels. 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 interested in teaching at independent elementary- or secondary-level schools or participating in the Teach for America or similar programs after graduation from Williams (certification is not required) should consult with the Career Center.

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 contemplating a career in religious studies or who are interested in the study of religion are urged to make themselves known to one’s undergraduate academic experience. In fact, law schools will be very conscious of the quality and rigor of one’s undergraduate education. A serious student, considering law school, will heed this advice and undertake a challenging program.

Students intending to study law should consult with the Pre-Law Advisor, Michelle A. Shaw (Michelle.A.Shaw@williams.edu), at the Career Center. Also, on a regular basis, law schools from around the country will visit Williams to provide information and answer questions from potential applicants.

GRADUATE PROGRAMS AT WILLIAMS

Master of Arts in Policy in Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading 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, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Recent course electives have included: developing country macroeconomics II; financial development and regulation; tax policy; international trade and development; program evaluation for international development; environmental and cultural resource policy; international financial institutions; long-term fiscal challenges; the role of social 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.S. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective statement of purpose 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.

Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in the visual arts, including schools and museums, and to enable them to pursue further research independently or at institutions offering higher degrees. The curriculum consists of seminars in a wide range of art historical subjects. Opportunities are provided for practical experience in museum work at The Clark, the Williams College Museum of Art, the Massachusetts Museum of Contemporary Art, and other local collections. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree, students must take ten courses, of which at least six must be graduate seminars (including ARTH 504 and ARTH 506). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ARTH 509), to be graded pass/fail, in their fourth semester. A demonstration of proficiency in reading two foreign languages is required. Of these two, German is required, and French is recommended. In January of the second year, students must complete a draft of their Qualifying Paper. In addition to all course work, students must, at the end of the second year, present a short version of the Qualifying Paper at a graduate symposium to be held on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art history is not required for acceptance to the program. More information is available on the Graduate Program website, gradart.williams.edu.

PRIZES AND AWARDS

George Olmsted Jr., Class of 1924 Prizes

Awarded for excellence in teaching to four secondary school teachers nominated by members of the senior class.

Prizes in Special Studies

JOHN SÁVIN ADRIANCE 1882 PRIZE IN CHEMISTRY: From a fund given by John Sabin Adriance, 1882, a prize cash is given to the student who has maintained the highest rank in all courses offered by the department of chemistry during the college years.

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 their 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 1938 by members of the senior class. A cash prize is awarded for excellence in biology, French, German, Latin,
Greek, history, and mathematics.

RUSSELL H. BOSTERTThESIS 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.

ERNST BROWNAFRICANA ARTS PRIZE: In appreciation of Ernst Brown's steadfast and inspired service to Africana Studies as a Professor, as Director of the Africana Mathematics and as Co-Director of Kuska, this cash prize is given to a senior whose work has shown unusual brilliance, imagination, and industry in the arts, especially the performing arts.

KENNETH L. BROWN 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 major for the best thesis in American studies.

NATHAN BROWN PRIZE IN HISTORY: In honor of Nathan Brown, a member of the Williams faculty from 1977 who died in 1987, this prize is awarded to a graduating senior from Asian countries, the department of history awards a book to the first-year student or sophomore who writes the best essay in a course in Asian, African, Latin American, or Middle Eastern history.

ICHOLIC P. FERSEN PRIZE IN RUSSIAN: A book awarded annually on the recommendation of the chairman of the department of history for outstanding work done in Russian at Williams from 1960 to 1988 by colleagues and friends, in recognition of Jean Donati's service to the Russian Department, 1971.

DORIS DE KEYSERLINGK PRIZE IN RUSSIAN: A book awarded annually on the recommendation of the chairman of the department of history for outstanding work done in Russian at Williams from 1960 to 1988 by colleagues and friends, in recognition of Jean Donati's service to the Russian Department, 1971.


FREEMADISON PEAKE, JR. PRIZE IN SOCIOLOGY: Established in 1986 by friends and members of his family in memory of Thomas G. Hardie III, 1978. Awarded for the best study of political science judged in a annual competition. The prize consists of a cash award of $10,000 from the Arthur Judson Foundation. Selection to be made by the faculty of the Music Department. Awarded to a student for achievement in music, with preference given to those "choosing or planning a career in Music Management or Music Administration".

CHARLES W. HUFFORD MEMORIAL SERIES: Established in 1988 in memory of Charles W. Hufford, 1969, by his family, friends, and classmates and awarded to a graduating senior for an outstanding thesis in any field of study. The selection of the recipient is made by the Faculty of the Music Department. Awarded to a student for achievement in music, with preference given to those "choosing or planning a career in Music Management or Music Administration".

D. LAWRENCE J. AND CAROLYN F. KAPLAN PRIZE FOR DEDICATION TO LEADERSHIP IN THE WILLIAMS COLLEGE JEWISH ASSOCIATION: Established in honor of Professor (Williams Chemistry Department, 1971-) and Mrs. Kaplan's dedication and commitment to enriching the lives of the Jewish students at Williams College, this prize is awarded annually to a student who has demonstrated exceptional achievement in research within the field of neuroscience.

FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY: Established 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 Chair of the Department of Chemistry, who has demonstrated excellence in research. This award supports travel to professional meetings where the student may present their research.

WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY: A cash award to a junior or senior showing great potential in the performing arts as exemplified through excellence in criticism and scholarship.

FREDERICK C. HAGEDORN, JR. 1971 PREMEDICAL PRIZE: From a fund established by his parents in memory of Frederick C. Hagedorn, Jr., 1971, in his memory, a cash prize is awarded to a premedical student entering the senior class, on the advice of the Faculty Premedical Advisory Committee, "in recognition of academic achievement and the embodiment of the spirit of the Williams student of the year".

CHARLES W. HUFFORD BOOK PRIZE: Established in 1988 in memory of Charles W. Hufford, 1969, by his family, friends, and classmates and awarded to a graduating senior for an outstanding thesis in any field of study. The selection of the recipient is made by the Faculty of the Music Department. Awarded to a student for achievement in music, with preference given to those "choosing or planning a career in Music Management or Music Administration".

TOM HARDIE MEMORIAL SERIES: Established in 1991 in memory of William Kleinhandler, 1950, a fund has been established by his fellow workers for a book prize awarded annually on the recommendation of the English Department for excellence in English.

MUHAMMAD KENYATTA 1966 COMMUNITY SERVICE PRIZE: Established in 1993 to honor the memory of Muhammad Kenyatta, '66, this prize will be awarded each year to the graduating senior whose undergraduate experience reflects outstanding community service involvement with Berkshire County.

WILLIAM C. LAYNE PRIZE FOR EXCELLENCE IN MUSIC: Established in 1991 in memory of William Kleinhandler, 1950, as an annual prize for excellence by a student in the department of Music.

ROBERT M. KOZELKA PRIZE IN STATISTICS: In 2000, the Department of Mathematics and Statistics established the annual Kozelka Prize in Statistics to recognize an excellent statistics student. 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.

RICHARD W. KROUSE 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 whose thesis in political science, as chosen by the Chair of the department, 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...
papers of superior quality dealing with the management of development in
governments and private or public enterprises in African, Asian, or Latin
American countries. One award will be for undergraduate students at
Williams. The other will be for graduate students at the Center for
Development Economics. Selection of the winners will be made by faculty
members of whose specialism 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, with preference given to majors in the
Department of Asian Studies, but not limited to them, who write an
honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.
LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES: Prize to a graduating
student who writes an outstanding honors thesis, with preference given to
majors in the Department of Asian Studies, but not limited to them, who write a high honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.
BRUCE SANDERSON 1956 PRIZE IN ARCHITECTURE: From a fund
established by Robert W. Scheffey (the first director of the Center for
Environmental Studies) is given in recognition of outstanding environmental leadership.
JOHN E. SAWYER PRIZE IN TRANSNATIONAL AND NON-WESTERN
HISTORY: The John E. Sawyer Prize in Transnational and Non-Western
History was established by the Department of History in 2012 in order to
recognize excellence in the work of a 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 have completed an Honors thesis in that field. The prize is
awarded in honor of former President Sawyer, whose foresight 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.
HAROLD H. WARREN PRIZE IN CHEMISTRY: Established in 1984 in
memory of Professor Harold H. Warren's distinguished research career in the field
of chemistry and his dedication to the students he taught. The prize is
awarded to a senior majoring in chemistry who has shown unusual brilliance,
imagination, and industry.
EDWARD GOULD SHUMWAY 1871 PRIZE IN ENGLISH: In memory of
Edward Gould Shumway, 1871, a fund has been established by his daughter,
Mary Shumway Adams, from which a cash prize is awarded annually to a
senior majoring in English who has, in the judgment of the English
department, done the most distinguished and creative work in English.
ROBERT F. ROSENBURG PRIZE FOR EXCELLENCE IN
MATHEMATICS: A group of grateful alumni who established a fund for
the purpose of encouraging and recognizing scholarly work in
Mathematics, is a member of Phi Beta Kappa and has a grade of
A' in at least one course in Math or Computer Science during the junior
year student or sophomore who writes the best essay in an
introductory course in Euro
JOHN W. MILLER PRIZE IN PHILOSOPHY: A group of grateful alumni
who studied under Professor John W. Miller have established a fund as a
continuing symbol of their appreciation of his teaching. The income shall be
awarded to a student who writes the best essay in an
introductory course in Philosophy.
WITTE PROBLEM SOLVING PRIZE: Awarded to a mathematics student
who, while exhibiting substantial technical
depth, develop the most innovative and creative project in computer science
during the academic year.
SHIRLEY STANTON PRIZE IN MUSIC: Established in 1982 by family and
friends in memory of Shirley Stanton, who served the college community through her teaching and service on the Board of Overseers. The prize is
awarded annually to a member of the graduating class who has been
active in the college theatre program and would
ROBERT F. ROSENBURG PRIZE FOR EXCELLENCE IN
ENVIRONMENTAL STUDIES: Established in 1989 and awarded to a
senior who writes an outstanding honors thesis, with preference given to
majors in Environmental Studies. The prize is awarded in recognition of
outstanding environmental leadership.
DAVID N. MAJOR II PRIZE IN GEOLOGY: Established in 1984 in
memory of David N. Major, 1981, who died in an accident aboard an
oceanographic vessel in June 1980. Awarded to an outstanding graduating
senior in geology.
MORGAN P RICHARD MORGAN 1975 PRIZE IN COMMERCE: A prize established by Gwen Rankin, 1975, for impressive contributions by
a graduating senior to Women's and Gender Studies.
GAIUS C. BOLIN, 1889, PRIZE IN AFRICANA STUDIES: A cash prize
awarded to a graduating student who writes a book to be published in the
field of Africana Studies.
JOHN E. SAWYER PRIZE IN TRANSNATIONAL AND NON-WESTERN
HISTORY: The John E. Sawyer Prize in Transnational and Non-Western
History was established by the Department of History in 2012 in order to
recognize excellence in the work of a 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 have completed an Honors thesis in that field. The prize is
awarded in honor of former President Sawyer, whose foresight 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.
HAROLD H. WARREN PRIZE IN CHEMISTRY: Established in 1984 in
memory of Professor Harold H. Warren's distinguished research career in the field
of chemistry and his dedication to the students he taught. The prize is
awarded to a senior majoring in chemistry who has shown unusual brilliance,
imagination, and industry.
EDWARD GOULD SHUMWAY 1871 PRIZE IN ENGLISH: In memory of
Edward Gould Shumway, 1871, a fund has been established by his daughter,
Mary Shumway Adams, from which a cash prize is awarded annually to a
senior majoring in English who has, in the judgment of the English
department, done the most distinguished and creative work in English.
ROBERT F. ROSENBURG PRIZE FOR EXCELLENCE IN
MATHEMATICS: A group of grateful alumni who established a fund for
the purpose of encouraging and recognizing scholarly work in
Mathematics, is a member of Phi Beta Kappa and has a grade of
A' in at least one course in Math or Computer Science during the junior
year student or sophomore who writes the best essay in an
introductory course in Euro
JOHN W. MILLER PRIZE IN PHILOSOPHY: A group of grateful alumni
who studied under Professor John W. Miller have established a fund as a
continuing symbol of their appreciation of his teaching. The income shall be
awarded to a student who writes the best essay in an
introductory course in Philosophy.
WITTE PROBLEM SOLVING PRIZE: Awarded to a mathematics student
who, while exhibiting substantial technical
depth, develop the most innovative and creative project in computer science
during the academic year.
Honors Thesis or any other outstanding American literature essay submitted by a Williams student.  

BULLOCK POETRY PRIZE: A cash prize awarded by the department of English for the best poem or group of poems by an undergraduate. The prize was made possible originally by a bequest of Mrs. Mary Cummings Eudy, a former member of the class of 1899. In memory of their classmate, Henry Rutgers Conger, a cash prize is awarded annually for the best contribution of prose or poetry submitted to a literary magazine published by the undergraduates of the College, as judged by a committee from the department of English.

DUNBAR STUDENT LIFE PRIZES: A cash prize, established by a bequest from Philip R. Dunbar, Class of 1900, for a significant written work, published or unpulished, on any subject of student life focused on any local, national or global issue affecting college students.

ARTHUR B. GRAVES PRIZES: Established by Arthur B. Graves, 1858, for the best six essays prepared by seniors on subjects assigned by the following departments: art, economics, history, philosophy, political science, religion. The fund also provides a cash award or awards for the best report or reports delivered in the senior political economy project.

C. DAVID HARRIS JR. 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 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.

RICHARD LATHERS 1877 ESSAY PRIZE IN GOVERNMENT: From a fund given by Richard Lathers, 1877, a prize is given to the senior who writes the best essay on a subject in government, politics, public administration, international relations, public opinion, or any other aspect of political science classes in her retirement, a cash prize is awarded to the senior who writes the best essay on international relations or comparative politics.

ROBERT C. L. SCOTT PRIZE IN HISTORY: 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 the best senior Honors thesis in the field of American or European history.

SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT: Established in 1944, by a gift from the Sentinel's Auditors, a cash prize is awarded by the political science department to the student who has written the best essay in the course of the year on some subject relating to the American federal system of government, the preservation of civil liberty, the maintenance of free enterprise, and the proper distribution of powers and responsibilities between the Federal and State Governments.


STANLEY R. STRAUSS 1936 PRIZE IN ENGLISH: Established in 1985 by friends of Stanley R. Strauss, 1936, in honor of his 70th birthday on June 3, 1985. Awarded to a student of the English department who has written the most outstanding critical Honors thesis, judged on the quality of research as well as on the quality of exposition.

WILLIAM BRADFORD TURNER CITIZENSHIP PRIZE: From a fund established in memory of William Bradford Turner, 1914, who was killed in action in France in September, 1918, a cash prize is awarded for the best thesis or essay in the field of American history or institutions.

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, to be judged by a committee of the department of English.

DAVID D. WELLS PRIZE IN POLITICAL ECONOMY: From a 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.


General Prizes

CHAPLAINS’ PRIZE FOR COMMITMENT TO AND USE OF CIVILIZATION IN INTER-RELIGIOUS ENGAGEMENT AND SERVICE: Awarded to a member of the graduating class whose spiritual citizenship in the religious diversity of this learning community has enriched our common life, and deepened our communal appreciation of faith and spiritual practice, secularity and pluralism as structures of learning and avenues of service to humanity.

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 member of the 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.

STERLING 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 Sterling A. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior whose undergraduate experience 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.

CULTIVATING COMMUNITY AWARD: This award recognizes a senior committed to developing and building a stronger, more inclusive Williams College community. This senior works towards building bonds between students, developing deeper understanding between communities, and helping others to feel like they belong at Williams College.

GROSSENVOR MEMORIAL CUP: Given by the members of the Interfraternity Council of 1931 in memory of their fellow member, Allain Livingston Grosvenor. This award is given to the senior who, in their time at Williams, has demonstrated concern for the college community and beyond through extended dedicated service and who has served with the utmost integrity and reliability. The committee of award consists of the chairman and the secretary of the Interfraternity Council, with a last-minute decision by the College Council.

LAWRENCE J. AND CAROLYN M. KAPLAN PRIZE FOR DEDICATION TO AND LEADERSHIP IN THE WILLIAMS COLLEGE: Established in honor of Professor (Williams Chemistry Department, 1971-) and Mrs. Kaplan’s dedication and commitment to enriching the lives of the Jewish students at Williams College, this prize is awarded annually to a senior who has shown sincere participation, responsibility, engagement, and menschlichkeit on behalf of the Williams College Jewish Community throughout his/her college career. In addition to a cash prize, a book of Jewish interest, to be selected by the Jewish Chaplain, the faculty advisor to the WCJA, and/or the professors in Jewish Studies, will be given to the recipient. A copy of this book will be donated to the library in the Jewish Religious Center in honor of the recipient. The selection of recipients is made by a committee of the student leaders of the WCJA in consultation with the Jewish Chaplain or, in the event there is no Jewish Chaplain, the faculty advisor of the WCJA and/or Dean of the College.

GROSSVOR MEMORIAL PRIZE: This award recognizes a senior who, in their time at Williams, has demonstrated a commitment to action toward access, equity, and inclusion at Williams and elsewhere. This senior works towards challenging systems of injustice, embraces a broad definition of Social Justice and, in their speech, drives ongoing conversation regarding these issues.

WILLIAM BRADFORD TURNER CITIZENSHIP PRIZE: From a fund established in memory of William Bradford Turner, 1914, who was killed in action in France in September, 1918, a cash prize is awarded to the member of the graduating class who, in the judgment of the faculty and of the graduating class, has best fulfilled her or his obligations to the College, to fellow students, and to self. The committee of award, appointed by the President of the College, is composed jointly of faculty members and members of the graduating class.

Rhetorical Prizes

DEWEY PRIZE: A cash prize, founded by Francis Henshaw Dewey, 1840, is awarded to the member of the graduating class who presents the most creditable oration in point of composition and delivery at the commencement exercises.

B. B. ROWE PRIZE: In appreciation to Muriel B. Rowe for nearly a quarter of a century of dedication and commitment to The Williams College Chapter of the Phi Beta Kappa Honor Society, the prize is awarded annually to the Phi Beta Kappa Speaker.

ELIZUR WYSE PRIZE FOR PASSIONATE PUBLIC SPEAKING: Awarded by the Chaplains’ Office to the winners of the spring competition in the Social Justice and Activism category and in the Spirituality and Faith category.

STERLING 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 Sterling A. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior whose undergraduate experience 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.

BRZEZINSKI TRACK PRIZE: Awarded annually to the female track athlete who has exhibited loyalty to the team, determination, perseverance under
adversity, and hardworking dedication to reach the maximum of her potential. A.

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.

W. MARRIOTT CANBY 1891 ATHLETIC SCHOLARSHIP PRIZE: A cash prize established by W. Marriott Canby, 1891, and awarded at commencement to the senior who has attained the highest average standing in scholarship during his senior year, or if none shall be selected, the junior most meritorious in scholarship during his junior year. Must have been a member of the College since the beginning of their junior year, and must have represented the College in a recognized collegiate athletic contest.

CLASS OF 1981 BASKETBALL HOOP: Established to promote excellence in the sport. The selection committee consists of the Dean, the Chairman of the Faculty Committee on Athletics, coaches of two women's teams or clubs named by the Director of Athletics, a woman student, preferably a member of the Faculty Committee on Athletics, and the Athletic Director.

CLASS OF 1986 MOST IMPROVED AWARD: Awarded annually to the male track athlete who has continued the attributes of his son, to that member of the hockey team who best combines the attributes of skill, desire, leadership, and coachability in order to help further the team's progress toward its goals. The trophy will be awarded to the recipient most deserving who has exemplified the qualities of leadership, performance, and sportsmanship.

LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE: In memory of Leonard Sidney Prince, 1914, donated by his father, Mrs. S. S. Prince. Presented to the outstanding first-year student or sophomore woman member of the varsity swimming team who best continuous throughout the swimming season.

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 varsity tennis player of the year.

CHARLES DEWDROY SALMON AWARD: Presented in 1960 by his former teammates in memory of Captain Charles D. Salmon, USAR, former Little All-American guard captain of the baseball team. Presented in the coach's name of the varsity football coach who, in the opinion of the coaching staff, 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 qualities of performance and leadership which Chuck Salmon exemplified.

SCRIBNER MEMORIAL TENNIS TROPHY: Presented in 1954 by the faculty to men's varsity tennis players who continued the academical and athletic standards set by the former teammates in memory of Captain Charles D. Salmon, USAR, former Little All-American guard captain of the baseball team. Presented in the coach's name of the varsity football team who, in the opinion of the coaching staff, 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 qualities of performance and leadership which Chuck Salmon exemplified.

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 woman 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 woman varsity swimmer on the basis of performance, leadership, and sportsmanship.

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 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.

BOBBY AND BARBARA BRZEZINSKI MEMORIAL MENS’ HOCKEY TROPHY: Presented in 1960 by the students of the Men’s Hockey Team in memory of Robert Brzezinski and awarded annually to the best woman track athlete 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 woman varsity swimmer on the basis of performance, leadership, and sportsmanship.

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 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 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.
Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding men's varsity lacrosse player.

WILLIAMS COLLEGE ALUMNI ASSOCIATION OF MARYLAND WOMEN'S LACROSSE AWARD: Awarded to the most valuable player of the year.

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 maintaining “teamwork, hustle, and good sportsmanship.”

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 devotion to the interest of Williams hockey: courage, self-control, and perseverance under discouragement; 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.

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.

MARY CLARK 1833 PRIZE FELLOWSHIPS: Established in 1894 under the provisions of the will of Madame Marie Louise Souberbeille in memory of her husband, 1833. One or two awards to help support one year of graduate study to members of the senior class chosen on the basis of superior intellectual and personal development. The living allowance does not support formal academic study but is meant to foster travel and learning that lead to an enhancement of international understanding.

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP: Provided through the generosity of the Class of 1945, this fellowship is awarded annually to a senior to support one year of post-graduate intellectual and personal development. The living allowance does not support formal academic study but is meant to foster travel and learning that lead to an enhancement of international understanding.

CLASS OF 1945 STUDENT WORLD FELLOWSHIP: Designed to support independent summer research and travel abroad for sophomores and juniors. This grant is intended to support study that can promote conflict resolution, international understanding, and world peace, although other worthwhile projects not directly linked to these aims will be considered.

ALISON DAVIS FELLOWSHIP: Established in 1999 to replace the McNaIr Post Baccalaureate Achievement Program, this fellowship is available to five rising seniors who are from a group traditionally underrepresented in academia. The fellows must show a commitment to graduating school and are funded for two years of faculty-sponsored research.

DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP: Established in 1978 by Hedley T. Donovan in memory of his wife, Dorothy H. Donovan. The income is directed to the support of Williams graduates at Oxford University, initial use for those attending Exeter or Worcester with the hope that Herford College might eventually be included.

FRANCIS SESSIONS HUTCHINS 1900 MEMORIAL FELLOWSHIP PRIZE: Established in 1894 by Freda E. Seasholtz Hutchins. To assist students in continuing and completing their college course and in obtaining a start in business or professions in the early years following their graduation, the selection to be made by the President. To be awarded to students selected as having within himself... giving promise... of becoming, as he did, a useful, worthy, and lovable citizen.”

HUBBARD HUTCHINSON 1917 MEMORIAL FELLOWSHIP: Established in 1940 by Mrs. Eva W. Hutchinson in memory of her husband, 1917. Awarded to a member or members of the graduating class who produce the most creative work in music composition, poetry, fiction, painting, sculpture, photography or choreography; then to those who show unusual talent and promise in performance; then to those majoring in philosophy or the sciences. The purpose of the award is to assist in truth, wisdom, and physical vigor. The recipient is chosen from those who have majored in the humanities, social sciences, or mathematics or the natural sciences. One set of criteria includes general intellectual ability and attainment in the major field of study with special reference to the promise of original and creative work, and character; the other set of criteria includes leadership, scholastic attainment, and physical vigor after the manner of selection of Rhodes scholars.

FREDERICK EUGENE STRATTON 1872 FELLOWSHIP IN BIOLOGY: Established in 2010 by Arthur Frederick Stocker 1934 in memory of his father, E. E. Stratton, this fellowship supports graduate study in Biology at an institution belonging to the American Association of Universities. Candidates must be seniors.

ROBERT G. WILMERS JR., CLASS OF 1990, INTERNSHIP PROGRAM: Three internships were created in memory of Robert G. Wilmers, Jr., and offer challenging summer work opportunities in developing countries for rising juniors and seniors.

ROBERT G. WILMERS JR., CLASS OF 1990, LANGUAGE STUDY GRANT: Established in 2011, this fellowship provides funds for formal summer study of a foreign language in a country where the target language is commonly spoken.

ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABRROAD FELLOWSHIP: Given in memory of Robert G. Wilmers, Jr., this grant provides support for summer travel and research for students in their sophomore or junior year at Williams.

CARROLL A. WILSON FELLOWSHIP IN MEMORY OF JOHN E. WILMERS: Established in memory of Carroll A. Wilson, 1907, in memory of his son, who was killed in the World War II crossing of the Rhine, March 28, 1945. The income to be devoted to scholarships for attendance at Oxford University, for members of the senior class chosen “after the manner of Rhodes Scholars” who are not in college, in college, with special attention to leadership, scholastic attainment, and physical vigor.

George J. Mead Fund

In 1951 Williams College received a substantial gift from the Estate of George J. Mead. Mr. Mead expressed in his will an intention “that this gift shall be used to improve the quality of leadership and service in all branches of government, whether Federal, State, or municipal, by encouraging young people to study public administration. The candidates are not restricted by major or other interest and may pursue undergraduate or graduate degrees at Worcester.

MELLON MAY'S UNDERGRADUATE FELLOWSHIP: Established in 1989 and funded by the Andrew W. Mellon Foundation, this two-year fellowship is awarded to five rising African American, Latino/a, or Native American juniors who show the academic potential and commitment to pursue Ph.D.’s in the humanities and certain fields in the social sciences and natural sciences. Fellows receive funding to conduct faculty-mentored research for two summers and four semesters.

WILLIAM C. MILLARD, 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/or broaden some area of special interest, whether or not it is connected to academic work.

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 pursue studies at Oxford University for the two years following graduation. The recipient is chosen from those who have majored in Greek, Latin, English, history, political science, philosophy, religion, or economics. The basis of award is general intellectual ability as shown in the major field of study, with special reference to character, need of assistance, and promises of original and creative work.

COLIN AND LILLI ROCHE, 1993, STUDENT RESEARCH PROGRAM: Established in 2016 to provide funding to support meaningful, 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 two Williams seniors who demonstrate a firm commitment to graduate study and intention to pursue a career in teaching at the college level. Ruchman Fellows take part in the activities of the Oakley Center for the Humanities and Social Sciences during their senior year.

HERCHEL B. HUBBARD HUTCHINSON 1917 MEMORIAL FELLOWSHIP: Established in 1979 by Dr. Herchel Smith to enable five or more graduates of Williams College to pursue studies at Emmanuel College, Cambridge for the two years following graduation. One recipient is chosen from those who have majored in the humanities, social sciences, or mathematics or the natural sciences. One set of criteria includes general intellectual ability and attainment in the major field of study with special reference to the promise of original and creative work, and character; the other set of criteria includes leadership, scholastic attainment, and physical vigor after the manner of selection of Rhodes scholars.

YUHAKKONG KONG AND GUANGZHOU

UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG: Begun in 1961, this two-year fellowship is offered to a member of the graduating class for the academic years in the English and in their sophomore or junior year to pursue scholarship and personal interests in journalism during the summer.

ALLEN MARTIN FELLOWSHIP: Established by Allen Martin, himself a Carroll A. Wilson Fellow, this fellowship helps to support a Williams graduate student studying in the English and in 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.
AFRICA STUDIES (DIV II)
Chair: Associate Professor JAMES A. MANIGAULT-BRYANT
Sterling Brown Visiting Professor: R. HARDING. Bolin Fellow: M. COLEMAN-TTOIAS.

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 AFRICAN 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 African 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 course not 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, Latina/o 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
AFR 200 Introduction to Africana Studies

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 440(S) CAPSTONE: Performing Blackness
AFR 476(S) CAPSTONE: Black Radicalism

One core elective:
AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy
AFR 140 Black Autobiography
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/AMST 211 Race 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
AFR 217/AMST 217/ENGL 215 Race(ing) Spaces: Issues, Themes and Representations of Black Athletes
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 308 Lessons of 'The Game': The Wire and American Culture
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 331/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies
AFR 332/AMST 332/WGSS 320 DANGEROUS BODIES: BLACK WOMANHOOD, SEXUALITY & POPULAR CULTURE
AFR 332 Trending Black: Race and Social Media in the 21st Century
AFR 332/AMST 332/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 332 Televised/Black Media, the Americas, and Black Woman 'Unscripted'
AFR 338/PSCI 338/LEAD 338 Garveyism
AFR 340 AMST 340/GBST 340/REL 340 African Diasporic Religions in the Americas and the Caribbean
AFR 348 Black Radical Tradition
AFR 356 The Plantation and Its Afterlife
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AFR 405 CAPSTONE: Africana Studies and the Disciplines
AFR 406 CAPSTONE: CRATING RESEARCH: Methods in Africana Studies
AFR 440 CAPSTONE: Performing Blackness
AFR 444 CAPSTONE: The Black Republic—Haiti in History and Imagination (D)
AFR 476/HIST 476 CAPSTONE: Black Racism
AFR 479 Independent Study: Africana Studies
AFR 498 Independent Study: Africana Studies

Two additional electives (a total of three required for the concentration): No electives are included by default. 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 AFRICAN 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 essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must submit these three linked essays to the program chair to see if other courses not listed here might count as electives toward the concentration.

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. Not only do actual travel narratives include 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—of distant lands and cultures. This course addresses African, European, African American travel narratives and their influence on 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 about the actual physical 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
AFR 105(F) Materials, Meanings, and Messages in the Arts of Africa (D)
Crosslistings: ART 304/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 reconstructing historical biases and assumptions about the 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 AFR; meets Division 2 requirements if registration is under AFR
Distributional Requirements: Division 1, Exploring Diversity
Not Offered Academic Year 2018
LEC Instructor: Michelle Aposhos
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 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 Ghanain 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 term papers, one performance project, a final paper, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: no prerequisite; 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 2018
LEC Instructor: Corinna Campbell
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 black poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusuf Komunyaka, reading their poems and their essays and interviews about poetic craft. We will ask how black poetic 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 2017
SEM Section: 01 W 01:10 PM 02:25 PM Instructor: David Smith
AFR 132(F) 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 critical theory, African 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, Charles W. Mills, Nkrumah Nzegwu, Lucius Outlaw, Oyèrónke Oyewumi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide tools of political action, 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 reconstructing historical biases and assumptions about the objects that position them as ‘primitive’ or ‘exotic’ constructs.
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
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
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Neil Roberts
AFR 140(S) Black Autobiography
Crosslistings: AFR 140/COMP 141
Autobiography—whether slave narrative, memoir, or semi-fictional life account—has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project
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: 20
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
Spring 2018
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: James Mangault-Bryant
AFR 152 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 on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project
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: 20
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
Spring 2018
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: James Mangault-Bryant
AFR 152 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 on
AFR 167 Let Freedom Ring? African Americans and Emancipation (W)
Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African American transition from slavery to freedom. In the years that preceded 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 examine 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
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
LEC Instructor: Andrew Jaffe

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 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 imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence in the Caribbean and in Ghana, and in 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 and on one side of the Atlantic 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: AMST 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 2018
SEM Instructor: Shanti Singham
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 Africana faculty; and 2) the incorporation of aesthetic materials—film, phonograms, music, visual art, performance, and art—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.

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

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

Spring 2018
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: VaNatta Ford

AFR 203 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 colonialism, including the politics of colonial control, and the role of the African state. The second section focuses on the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The third section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The fourth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The fifth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The sixth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The seventh section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The eighth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The ninth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The tenth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The eleventh section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The twelfth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The thirteenth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The fourteenth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society. The fifteenth section examines the postcolonial states, focusing on the challenges of nation-building, the politics of development, and the role of the state in society.
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
Other Attributes: AFR Core Electives, AMST Arts in Context Electives
Not Offered Academic Year 2018
TUT Instructor: VaNatta Ford

AFR 206(T) 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 knowledge 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 (Isicathula) 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: seminar
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 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, MUS World Music/Ethnomusicology

Spring 2019
STU Section: 01 TF 01:10 PM 03:50 PM Instructors: Tendai Muparutsa, Sandra Burton

AFR 207 Hip-Hop and Political Theory
Crosslistings: AFR 207/PSCI 212

This course is an introduction into 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 unexplored. The course illuminates such submerged, neglected, and contested 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, incarceralization, 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 modes following the logic of neocorporatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip-hop in the United States and around the world is intrinsically a political, anti-political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures on rap papers, 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 final project must receive instructor approval and convey the contours of 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 combination thereof
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 2018
LEC Instructor: Neil Roberts

AFR 208T 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 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. Through a series of selected texts within the context of African American publics, 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 spurious critique is constructed to disempower community activists. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceralization, 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 modes following the logic of neocorporatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip-hop in the United States and around the world is intrinsically a political, anti-political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures on rap papers, 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: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page research 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
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 2018
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 (legislative and criminal codes and writings by the incarcerated). The emphasis will be on the study of social differences concerning ethnic groups, 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 2018
SEM Instructor: Joy James

AFR 211(F) Race and the Environment
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 Dancing 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 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 group projects (5 pages total), and a final examination (5 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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, PHLH Nutrition,Food Security+Environmental Health, PHLH Social Determinants of Health

Fall 2017
AFR 212(S) Jazz Theory and Improvisation I
Crosslistings: MUS 204, 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). 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 transposition and transcription, 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
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 2018
SEM Section: B1 TR 09:55 AM 11:10 AM Instructor: Kris Allen
LAB Section: B1 MWF 09:00 AM-09:50 AM Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle
LAB Section: B3 MWF 10:00 AM 10:50 AM Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Zachary Wadsworth
LAB Section: B4 MWF 11:00 AM 11:50 AM Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Zachary Wadsworth

AFR 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 merge those ruminations 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 broadly, and with particular attention to how the concepts of 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 Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2018
TUT Instructor: Rhon Manigault-Bryant

AFR 214 Jazz Theory and Composition II
Crosslistings: MUS 204/AFR 214
A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetrical scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's “Three Tonic” harmonic system.
Class Format: two weekly seminar meetings, alternating between theory and performance sessions
Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project
Prerequisites: MUS 104a, 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 2018
SEM Instructor: Kris Allen

AFR 215(F) Ways of Knowing: Music, Movement, Memory (D)
This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the “civilized” life of the mind vs. the “primitive” instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don’t last. In this course, we will subject this logic to close scrutiny. As performer, scholar, and activist Diana Taylor asks, “What remains of memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?” In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How do embodied knowledge travel across time and space? How have performance practices served as modes of what Ashimabee cultural theorist Gerald Vizenor calls “survivance” (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncritical birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Roman music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.
Class Format: Seminar
Requirements/Evaluation: in-class participation, critical responses to texts, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: if overenrolled, theater majors will get preference
Enrollment Limit: 14
Expected Class Size: 14
Distribution Notes: meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 W 01:10 PM-03:50 PM Instructor: Shayok Chowdhury
AFR 219(S) Spiritualities of Dissent (D) Crosslistings: REL 220/AFR 219
This course offers an in-depth consideration of spiritual communities that challenge a prevailing status quo in the Americas. Interrogating the category of "dissent" through an examination of 'ethnic' New Religious Movements in the twentieth and twenty-first centuries, the course seeks to understand how protest fuels the creation and sustenance of novel spiritual systems. The course will examine the distinctive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders and creative writers. Representative traditions include Rastafarianism, Africentric Christianisms, and modern Buddhism. Potential case studies of leaders include el-hajj Malik el-Shabazz (Malcolm X), Oba Efunfela Oseijeman Adefunmi I (Walter King), and Alice Walker. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resilient spiritual communities?"
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, weekly reading responses, a critical book review, and a final paper or project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Religion majors; Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: REL Africa + African Diaspora Tradition Courses
Spring 2018
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Meredith Coleman-Tobias

AFR 220(S) Introduction to African American Literature Crosslistings: ENGL 221/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 3 papers
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: 20
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
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ENGL Literary Histories C
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: David Smith

AFR 221 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 and 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 cultural 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, responses to class readings, quizzes, and a final class project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives, AMST Arts in Context Electives Not Offered Academic Year 2018
SEM 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 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 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, Congolese, and nusum—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
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 2018
LEC Instructor: Corinna Campbell

AFR 225 Musics of the Caribbean (D) Crosslistings: MUS 225/AFR 225
From witty and politically charged calypsos to soulful batuchas, from folkloric dancehalls 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 social and historical contexts and through engaging with audio and video sources, 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 Jamaica, chutney, salsa, merengue and music from Haitian Vodu and Cuban Santería 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 Latina/o Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20
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: AFR Core Electives, MUS World Music/Ethnomusicology Not Offered Academic Year 2018
LEC Instructor: Corinna Campbell

AFR 226(S) Black France/Françafrique (D) Crosslistings: RLFR 226/AFR 226
On the eve of the new millennium, the year 1998 saw the emergence in France of “Black studies à la française” (Ndlaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority “made itself more visible” (Faes and Smith). This course examines a wide range of discursive practices through which artists, authors, actors, politicians, activists, and scholars amplified their voices in the French hexagone. It retrace the rises of these discourses and how they assert, reformulate and establish blackness as a legitimate field of knowledge and a space of contestation. Following a study of the interwar period (1918-1939), when the work of “negritude women” (Sharpley-Whiting) such as “afro-latinité” spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Kokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.
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 HIV epidemic affects individuals 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 ultimate 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; not available for the fifth course option
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
Fall 2017
SEM Section: 01  MWF 11:00 AM 12:15 PM Instructor: Kiaran Wonderich
From the Haitian Revolution to the Manley `Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation—expressed in vivid artistic and musical forms—has all too often been repressed by the violent acts of powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay particular attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomena, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environments in which they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaver ships to cruise ships to bauxite and oil producers.

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: 48
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, LATS Countries of Origin + Transnationalism Elect, MAST Interdepartmental Electives
Spring 2018
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Shanti Singham

AFR 254(F) Bebop: The (R)evolution of Modern Jazz
Crosslistings: MUS 254/AFR 254
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 not seen as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop’s most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell, and others. Alongside the work of these performers, we will pay particular attention to the rich cultural diversity of the region, using music, literature and art to examine diverse phenomena, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environments in which they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaver ships to cruise ships to bauxite and oil producers.

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: 48
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, LATS Countries of Origin + Transnationalism Elect, MAST Interdepartmental Electives
Spring 2018
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Shanti Singham
AFR 257 Social Justice Traditions: 1960s #BLM
Crosslistings: AMST 256/AFR 257/HIST 256
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 with the work of people like 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: class participation, argumentative papers; six 2-page analytical essays
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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 Africanisms as an 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 2018
SEM Instructor: Andrew Cornell

AFR 259 Blad al-Sudan and Beyond: As Is 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, technocolonialism, and Western art historian's vision of Afro-Islamic 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 ARAB; meets Division 2 requirement if registration is under AFR

AFR 261 Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RLFR 261/AFR 261/COMP 283
Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the island of Haiti as the poorest nation in the Western hemisphere and of Martínique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories. This course focuses on the writing of Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus slavery, identity, exile, migration, 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, Exploring Diversity
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018
SEM Instructor: Michelle Aptos

AFR 276(S) Black Europeans (W)
Crosslistings: COMP 276/AFR 276
This course explores the invisibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Italian, Austrian, Dutch, French, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absences from European historiography until fairly recently. In this tutorial we will first start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies of a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants—such as Hyacinthe Rigaud's Portrait of Marquise de Louvois (1708), Nicholas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few— and watch the biopic Hyacinthe Monnier (2010), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de noir, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).
Class Format: tutorial
Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional
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 juniors
Enrollment Limit: 10
Expected Class Size: 8
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: GBST African Studies Electives
Other Attributes: GBST African Studies Electives
Instructor: Christopher Kone

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 and migration 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 of the development 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 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 2018
LEC Instructor: Gretchen Long

AFR 283(F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film (D)
Crosslistings: WGSS 283/ENGL 286/AFR 283/AMST 283

This course will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts and films in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1988), and Pulp Fiction (Quentin Tarantino, 1994). Throughout the course we will study different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be assigned to facilitate a class discussion. You will also be required to work on critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living. This course fulfills the EDI requirement in that it centers questions of power and privilege. Students will also hone their critical theorization skills.

Class Format: seminar
Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Notes: meets Division 2 requirement if registration is under WGSS, AFR or AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses, FMST Core Courses
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Kai Green

AFR 299(S) 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, Pan-Africanism, and Pan-Africanism, Rastafari has evolved into 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 visual works on the political economy of late colonial Jamaica, core political agency, and the influence of Rastafari on global politics. Rastafari thinking, political theology, the role of reggae music, the notion of political agency. From its heretical roots in Jamaica, Garveyism, Pan-Africanism, and Pan-Africanism, Rastafari has evolved into 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 visual works on the political economy of late colonial Jamaica, core political agency, and the influence of Rastafari on global politics. Rastafari thinking, political theology, the role of reggae music, the notion of political agency.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12-15 page final paper
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: 15
Expected Class Size: 12
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
Spring 2018
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Neil Roberts

AFR 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, drug trade, law enforcement, local 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 have criticized 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 reconstruct 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 concentrators 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: seminar
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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 50
Expected Class Size: 30
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 2018
LEC Instructor: James Manigault-Bryant

AFR 301 Experimental African American Poetry
Crosslistings: AFR 301/COMP 311/AFR 301/ENGL 327

Contemporary African American poets represent a wide array of voices 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 assume to be part of "black writing" and pushes us to question assumptions and preconceptions 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
Distributional 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 2018
SEM Instructor: Dorothy Wang

AFR 302(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 lyrics of blues crooner 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, response papers, one 6- to 8-page paper, and a formal class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
AFR 303 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.

Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: none
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under AFR, SEM
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST African Studies Electives, HIST Group A Electives - Africa
Not Offered Academic Year 2018
SEM Instructor: Kenda Mutongi

AFR 304 South Africa and Apartheid (D)
Crosslistings: HIST 304/AFR 304
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid.

Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. This EDI course explores and experiences of the culturally diverse peoples of African descent in the New World (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 class participation and three short papers
Prerequisites: none
Enrollment Limit: open to first-year students with instructors permission
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST African Studies Electives, HIST Group A Electives - Africa
Not Offered Academic Year 2018
LEC 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 processes of 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
Enrollment Preferences: African Studies concentrators and Anthropology majors
Enrollment Limit: 15

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 explores the dynamics of power, oppression, and resistance in the lives of people of color. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism focusing on intersectionality, exploring how and why QOCOC 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 will draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies, often 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: 25
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 2018
LEC Instructor: Gregory Mitchell

AFR 307(F) Contemporary Short Stories from North Africa
Crosslistings: RLFR 309/AFR 307
Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the injustices of modern racism, and challenge the political economy of sexual 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: seminar/discussion
Requirements/Evaluation: active class participation, weekly response papers, 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: GBST African Studies Electives
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Katarzyna Pieprzak

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 African societies. We will examine the ways in which 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, global HIV/AIDS, and AIDS activism.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based upon class participation and three short papers
Prerequisites: open to first-year students with instructors permission
Enrollment Limit: 25
AFR 309(S) Scriptures and Race
Crosslistings: REL 309/AFR 309/LATS 309
This course explores 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 contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race 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 Kate 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 participation, short writing assignments, 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
Spring 2018
LEC Section: 01 TF 02:35 PM 03:50 PM 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 womanist thought. We will explore how womwnism/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 for 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 2018
LEC Instructor: Kenda Mutongi
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 actively 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 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
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 Critical and Cultural Theory Electives
Not Offered Academic Year 2018
SEM Instructor: James Manigault-Bryant
AFR 312 Francophonic Islands (D)
Crosslistings: RLFR 312/COMP 312/AFR 312
This course explores how the island becomes 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: open to students 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
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 2018
SEM Instructor: Katarzyna Pieprzak
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 during the late 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 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
Distributional Requirements: Division 2
Other Attributes: AFR African Studies Electives, GBST Urbanizing World Electives, HIST Group A Electives - Africa
Not Offered Academic Year 2018
LEC Instructor: James Manigault
AFR 314 Groovin' the Written Word: The Role of Music in African American Literature
Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
In this interview with saxophonist 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/ritmy 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 8- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation
Prerequisites:
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 totally eliminated with digital technologies? Our exploration of these questions will be informed 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” medias and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar-based social and entertainment medias become viable forums for conceptualizing race, and whether or not these formats are more “plural” 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; 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), & design of a student project explicitly connected to race & new media/race & new technologies.
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: 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 2018

SEM Instructor: Rhon Manigault-Bryant

AFR 316 Sacred Cinema: Black Religion and the Movies

Crosslistings: AFR 316/REL 265/AMST 316

Although they represent different genres, what popular films Madea’s Family Reunion (2006), First Sunday (2008), The Princess and the Frog (2009) have in common is that they each offer complex and at times contradictory images of race in the modern American experience. For example, consider how Evans’ Madea figure serves as a bridge between 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 representations of 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 performance, 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
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANCE, 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
Fall 2017
SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Rashida Braggs

AFR 318(F) Disease and Identity in Latin American Narratives of Self (D)

Crosslistings: RLSP 320/AFR 318/COMP 357

This course focuses on autobiographical, auto-fictional, and testimonial Latin American narrative, in order to analyze the ways in which the authors narrate the transformation of the body and subjectivity because of disease. The main goal of the course is to emphasize the bio-cultural constructions of disease and read the different texts as geo-culturally located expressions in constant dialogue with prior literary representations of disease. Readings by Severo Sarduy, Reinaldo Arenas, Pedro Lemebel, Mario Bellatin, Fernando Vallejo, and Manta Díaz about the uses which new media and race than assumptions about a “digital divide”?

Class Format: seminar
Requirements/Evaluation: active class participation, three 20- to 25-minute oral presentations, short written assignments, and two 10-page papers.
Prerequisites: any RLSP 200-level course, or permission of the instructor, or results of the Williams College Placement Exam in Spanish.
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under AFR.
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive.
Fall 2017
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Mirta Suquet

AFR 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 theoretical, 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 ethical tools used to fashion compelling ethnographies? 2) What 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? By using 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: 15
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives, AMST Comp Studies in Race,
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 navigate a tumultuous terrain in popular culture. This course explores the stereotypes 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 feminism's scholarship on how 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 representation” 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 representative of cultural commodification and control of black women’s bodies? Do these women best exemplify the reiteratation of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or “femineness”? 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 mid-term and final portfolio.

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: 15

Distributional Requirements: Division 2

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

INR 321(W)arching 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 African American culture, 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, response papers, and a final research project.

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

Prerequisites: None

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

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

Fall 2017

SEM Section: 01 M 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-fashionioned policing and incarceration from the carceral 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: 15

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 2017

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

AFR 323(S) 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 can tell stories that are not only a form of entertainment, but also serves as a cultural artifact. Students will learn to read and appreciate the visual language of graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on African American culture, prompting students to consider how the graphic novel may act as a useful alternate history for the study of American culture and social history. 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 8- to 8-page essay, and a final project (producing a graphic story about how they would like to see the world).

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: 15

Distributional Requirements: Division 2

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

Spring 2018

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Rashida Bragg
AFR 330 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, and no more 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 African of old." —Keita Fodeba, founding Artistic Director of Les Ballet African, Guinea, West Africa. This course will involve intensive dance and music immersion into 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, papers on research and performance midterm and final projects
Enrollment Preferences: Any of the following courses offers students preparation or experience DANC 100, 201, 202, MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, expected Class Size: 10

AFR 332 A History of Family in Africa (D) (W)
Crosslistings: HIST 402/AFR 332/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, exam, research paper. Weekly class format: discussion and work on assignments.
Expected Class Size: 15

AFR 333 New Asian American, African American, Native American, and Latina/o Writing (D) 
Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 333/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 live 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, Monicé de la Torre, Sesshu Foster, Renee Gladman, Bhanu Pandit, Tan Lin, Tao, E. Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based on either one 16-18 page seminar paper (one 7-8 pages and one 9-10 pages); short response papers; participation
Enrollment Preferences: those taking this as an ENGL class must have previously taken a 100-level ENGL course
Enrollment Limit: 15

AFR 334 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 artification or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in new forms of political 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. Focusing on social and legal theory and the Obama Administration, this seminar uses the works of Hortense Spillers, Evelyn Harries, Toni Morrison as well as: Frank Wilderson’s Red, White and Black: Cinema and the Structure of US Antagonisms; Jared Sexton’s Amalgamation Schemes; Lewis Gordon’s Bad Faith and Anti-Black Racism; Saidiya Hartman’s Scenes of Subjection; Orlando Patterson’s Slavery; Dennis Beller’s Races at the Bottom of the World; Dennis Childs’s Slaves of the State; Assata Shakur’s Assata: An Autobiography; Cheryl Harris’s Whiteness as Property.
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
Expected Class Size: 15

AFR 336 Blackness, Theater, Theatricality (D) 
Crosslistings: ENGL 316/AFR 336
Representations of African American life have pervaded the various genres and layers 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 burnt cork and champagne nose themselves as black to amuse white audiences. 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 experiences and innovations. It will range from politically oriented works of James Baldwin and Richard Pryor to more radical analyses of the civil rights movements of the 1960s and 1970s. 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 Du Bois Heyward, which evolved into America’s greatest opera, Porgy and Bess? This course will be an ongoing inquiry into the riotous...
Africana Religious Studies. This background will inform the second and 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; notional citizenship; the limitations of understanding Garveyism through the phrase “Back-to-Africa”; the moral philosophy of respect, reparation, and redistribution; prophetic political theory; Pan-Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam; and its relationship to the slave trade, to the slave trade, to 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 Frantz Fanon have made the category 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 a 10-page research paper, but 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
Not Offered Academic Year 2018
SEM Instructor: Joel Lee

AFR 342 Racial Capitalism
Crosslistings: AFR 342/AMST 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 really is international, and one could consider the ways in which capitalist economies 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 attuned 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, Anibal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici.

Class Format: seminar
Requirements/Evaluation: weekly postings; 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
Not Offered Academic Year 2018
SEM Instructor: Andrew Cornell

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

Class Format: tutorial; students prepare primary and response papers and discuss their analyses and theories of social and interpersonal violence.
Requirements/Evaluation: weekly primary and response papers may not be taken on a pass/fail basis; not available for the fifth course option.
Prerequisites: permission of instructor required
Enrollment Preferences: permission of Instructor is required; preference given to juniors and seniors
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 Core courses

Spring 2018
TUT Section: T1
TBA Instructor: Joy James

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. Although after European domination, 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 underlines the country’s failure to live up to it.

“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 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 standpoints 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, LATTS Countries of Origin + Transnationalism Seminar
Not Offered Academic Year 2018
LEC Instructor: Roger Kittleson

AFR 348(T) The Black Radical Tradition (W)
Crosslistings: AFR 348/LEAD 348/PSCI 348

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery’s advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter’s liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition’s architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and practice; and revolutionary politics. We will begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial
Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final exam
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, Leadership Studies concentrators + Political Science majors
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AFR Core Electives
Spring 2018
TUT Section: T1
TBA Instructor: Neil Roberts

AFR 350 Organizing Resistance: Black Activism, Then and Now (D)

This Africana class will be an experiential learning class designed both to study and to do activism as a way of learning how to be 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, The Student Non-Violent Coordinating Committee, The National Welfare Rights Organization, The Poor People’s Budget, The Free Breakfast Program of the Black Panther Party—under the eye towards understanding how they actually organized and determining their successes and failure. The activism component of the class will include work in Pittsfield and/or Albany—with immigrant rights groups, prison rights organizations, educational enterprises—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 environmental justice already in place via Africanza WS 25. We will also be exploring organizing activism, especially interrelationships to the growing activism against police and other racist violence in Ferguson, Missouri, Sanford, Florida, Oakland, California and New York City. 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 resist at times challenging 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 2018
SEM Instructor: Shanti Singh

AFR 353 Making it in Africa: Business in African History
Crosslistings: HIST 403/AFR 353/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 they are unable to participate in the new wave of African development. In 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 resist at times challenging U.S. hierarchies of race, culture, gender, and class.

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 2018

AFR 354 Black Literary and Cultural Theories
Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 354

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, Négritude, 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 politics.

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.).
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

AFR 355 The Black Atlantic as Scriptural Formation
Crosslistings: REL 305/AFR 355

**“I don’t read such small stuff as letters, I read men and nations...” The unpacking of this provocative and unsettling statement ascribed to Sojourner...**
Truth can be taken as a springboard for this seminar that explores the politics of the scriptural (or writing) as analytical window onto the complex formation of the circum-Black Atlantic (and its complex relationships to colonial and post-colonial Atlantic worlds). The isolation of selected Black Atlantic readings as cultural sites, rituals, performances, institutions, as different and conflicting types of politics and social orientation—from first contacts through slavery to the contemporary irruptions of protest and fundamentalist movements—will structure the seminar.

**Class Format:** seminar-style discussion

**Requirements/Evaluation:** consistent participation (informed by engagement of selected readings); and submission of mid-term prospectus (1-2pp) and end-of-term research paper (15-20pp)

**Enrollment Preferences:** religion; African American (and other American ethnic groups); cultural studies; history; literature; social sciences

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Distributional Requirements:** Division 2 Not Offered Academic Year 2018

**SEM Instructor:** Vincent Wimbush

**AFR 356(F) The Plantation and Its Afterlife**

This course is an advanced seminar devoted to a comprehensive examination of 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, and a 20-page final research paper

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

**Enrollment Preferences:** none

**Enrollment Limit:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**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

**Fall 2017**

**SEM Section:** 01 MR 01:10 PM 02:25 PM Instructor: Neil Roberts

**AFR 362 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 racialized 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—homogenously, undifferentiated, "other," "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

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

**OtherAttributes:** AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, AMST 400-level Senior Seminars Not Offered Academic Year 2018

**SEM Instructor:** Dorothy Wang

**AFR 364(F) History of the Old South**

**Crosslistings:** HIST 364/AFR 364/AMST 364

During the course of the semester, we will 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, the economic forms 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 its 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

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

**Fall 2017**

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

**AFR 365(S) History of the New South**

**Crosslistings:** HIST 365/AFR 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 rule 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
Spring 2018
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Charles Dew

AFR 366 African American Urban History
Crosslistings: HIST 370/AFR 366
In the mid-twentieth century, "inner city" became synonymous with poor African Americans living in 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 contention over the definition of "black" as Caribbean and African migration came to urban centers after 1960. We will pay particular attention to 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: African Studies concentrators and History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018

AFR 369T 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 between 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, compete, 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, weekly targeted writing assignments, 4 to 5 pages in length, 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: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Other Attributes: ARTH post-1600 Courses
Not Offered Academic Year 2018
TUT Instructor: Michelle Apotosos

AFR 371 Women Activists and Social Movements
Crosslistings: INTL 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: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chugnara.

Class Format: seminar
Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-20 page double spaced research paper (60%)
Enrollment Preferences: seniors and juniors, or sophomores with permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Materials/Lab Fee: $20
Distributional Requirements: Division 2
Not Offered Academic Year 2018

AFR 373 Going to Ground: Considering Earth in the Arts of Africa (D) (W)
Crosslistings: ARTH 419/AFR 373/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's natural resources in Africa. Over the course of this seminar, students will develop awareness of the myriad 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 integration of 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Other Attributes: ARTH post-1600 Courses, GBST African Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Michelle Apotosos

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 slaves themselves. A century ago many children were sent "out to work" at ages that our so-called childhood never 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 autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups of 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 Preferences: determined by instructor
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018

AFR 379 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. 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, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Preferences: History majors and African Studies concentrators
Enrollment Limit: 15
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
Not Offered Academic Year 2018

AFR 380(S) Freedom Dreams, Afro-Futures & Visionary Fictions (D)

Crosslistings: WGSS 380/ENGL 381/AFR 380/AMST 380

This course examines the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. “Freedom” is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions including film, music, hip hop, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar
Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, then African Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses Spring 2018

AFR 383(S) Race and Ethnicity in Latin America (D)

Crosslistings: HIST 443/AFR 383

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 American diasporas. This seminar will critically consider Latin American racializations 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: 10
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 Spring 2018

LEC Section: 01
W 01:10 PM 03:50 PM
 Instructor: Roger Kittleson

AFR 385(F) Civil War and Reconstruction

Crosslistings: HIST 456/AFR 385/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 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 2017
SEM Section: 01
W 01:10 PM 03:50 PM
 Instructor: Charles Dew

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, the Church, aristocracy, 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 Revolutionary dynamics on both sides of the Atlantic. Given the incomplete and unfinished character of the French Revolution and the Haitian Revolution, and how the two revolutions were intricately interrelated, this class will make a conscious attempt to show the ongoing relevance of these Revolutions to 21st century movements for change. This African 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: lecture
Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation
Prerequisites: none
Enrollment Preferences: History majors and African Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group D Electives - Latin America + Caribbean
Not Offered Academic Year 2018
SEM Instructor: Shanti Singham

AFR 392 Fictions of African-American History (W)

Crosslistings: HIST 482/AFR 392

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 centuries. We will explore the role of books, writing, and reading in the African American experience. African American authors have faced a long and difficult history as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participates in a tradition that has already faced, confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class. This course satisfies the Writing Intensive requirement.

Class Format: tutorial
Requirements/Evaluation: weekly paper or 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 African Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Arts Electives, AMST Arts Electives, HIST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018
TUT Instructor: Gretchen Long

AFR 393 Freedom in Africa (W)

Crosslistings: HIST 483/AFR 393/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 participates in a tradition that has already faced, confronted, negotiated, and challenged the dominant U.S. 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
AFR 405 CAPSTONE: Africana Studies and the Disciplines
Of the many things that distinguish Africana Studies from other fields of knowledge, perhaps most remarkable are its creative uses and techniques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information, written texts, music, visual art, film—that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field’s complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

Class Format: Seminar

Requirements/Evaluation: evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project.

Prerequisites: none

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 2018

SEM Instructor: James Manigault-Bryant

AFR 406 CAPSTONE: Crafting Research: Methods in Africana Studies
Any student of Africana Studies swiftly recognizes there is a limitslessness breadth to what constitutes “Africana experience” and that there are diverse means through which Africana experience is examined. 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 strategies for crafting research within the field of Africana Studies. We will focus on approaches that derive from traditional disciplines as well as techniques that have emerged with the advent of dynamic new media and digital technologies. Some of the methodologies we will engage include: historiography; archival research; digital archiving; quantitative data analysis; ethnographic and qualitative analysis; critical textual analysis; reading the body as text and text as body; blackness and its representational and digital publishing; and evaluating films as text. Serving as a practicum, the course will provide considerable background 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 upon class participation, response papers, and a final research project.

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

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Instructor: Rhon Manigault-Bryant

AFR 440(S) CAPSTONE: Performing Blackness
In modern parlance and scholarship, blackness is understood not as a biological but rather 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 color. 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 performances 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

Not Offered Academic Year 2018

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Rashida Braggs

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 the “Negroes 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 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—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.

Class Format: Seminar

Requirements/Evaluation: evaluation will 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 2018

SEM Instructor: Shanti Singham

AFR 476(F) CAPSTONE: Black Radicalism (D)
Crosslistings: AFR 476/HIST 476

Amandla! 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 African/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, Bob Marley, and the Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

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

We will have a number of shared class/discussions w/ Mt. Holyoke’s Africana Senior Seminar via video-skyeye; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, readings, and musical guests.

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

Fall 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shanti Singham

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 2018

HON Section: 01 TBA Instructor: James Manigault-Bryant

AFR 497(F) Independent Study: Africana Studies

Africana Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Fall 2017

IND 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

Spring 2018

IND Section: 01 TBA Instructor: James Manigault-Bryant

AMERICAN STUDIES (DIV II)
Chair: Professor MARK REINHARDT

Professors: L. JOHNSON*, M. REINHARDT, M. RUJA, D. L. SMITH. Associate Professors: D. WANG*. Visiting Assistant Professor: A. CORNELL. Senior Lecturer: C. CLEGHORN. Affiliated Faculty: Associate Professor: M. E. CEPEDA**. Associate Professors: R. BRAGGS, N. HOWE, Bolin Fellow: T. ROGERS.

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

America: 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 required of majors, is 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 broad patterns of 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 are appropriate for students at all levels, including first-years. The intermediate electives at the 300-level are offered primarily for juniors and seniors, although 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 seniors, though other students (majors and non-majors) with appropriate preparation are typically welcome in these courses as well.

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, year-long, 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 admissions to the honors 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 the final week of the spring semester. Each student will present a short oral presentation of their thesis at the end of the semester. Honors Theses count as one of the eleven courses required for the major.

ADVISORY

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. Both majors and non-majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

AMERICAN STUDIES AND OTHER PROGRAMS

Students majoring in American Studies are encouraged to consider pursuing concentrations in Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women’s and Gender 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 of the 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 can 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—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

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

Elective Courses

AFR 120/ENG 109/AMST 120 Science Fiction of the African Diaspora
AFR 129/ENG 129 Twentieth-Century Black Poets
AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 205/COMP 236/WGSS 207 The Color-Complex in Toni Morrison’s Writing
AFR 207 Hip-Hop and Political Theory
AFR 208/AMST 208/REL 262 Time and Blackness
AFR 220/ENG 220 Introduction to African American Literature
AFR 221 Giving God a Backbeat: Rap Music, Religion & Spirituality
AFR 336/ENG 316 Blackface, Blackness, Black Theatre, Blackly.
AFR 245/LATS 245/WGSS 247/ENG 245/CMP 249 Queering the Color Line
AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of ‘The Game’: The Wire and American Culture
AFR 302 Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

42
AMST 101(F,S) America: the Nation and Its Discontents (D)
America is a bundle of myths and ideas, and being an American has always meant more than U.S. citizenship. This course is an introduction to the interdisciplinary study of American culture. We will focus on the workings of that culture as it has been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. In this course, we critique notions of American exceptionalism and grapple with questions of power and privilege, difference and commonality, this course satisfies the EDI requirement.

Class Format: seminar
Requirements/Evaluation: Fall—two or three essays (about 7 pages each); class participation; some sections may have additional short writing assignments or field trips; Spring—regular writing assignments, including revisions, for a total of 20+ pages; class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: sophomores and first-year students
Expected Class Size: 19
Distribution Notes: Spring section only carries the Writing Intensive designation
Distributional Requirements: Division 2, Exploring Diversity, (Spring section only - Writing Intensive )
Other Attributes: EXPE Experiential Education Courses
Fall 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Andrew Cornell
SEM Section: 02 MR 02:35 PM 03:50 PM Instructor: Andrew Cornell
Spring 2018
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Cassandra Cleghorn
AMST 105(S) American Girlhoods (D) (W)
This course examines the girl's place in American society. It surveys a broad range of texts 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 explore: Why have Asian Americans and Asian American writings and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition? What 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: first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors
Expected Class Size: 19
Distribution Notes: 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
Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent
AMST 106(F) Coming of Age in the City: Growing up and Growing Older in Communities of Color (D) (W)
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 elderhood, taking into account how age and race relations are highly differentiated by race, class, and gender. We will also consider the ways in which communities are organized and arranged to create and recreate categories and ideas associated with age. This EDI tutorial foregrounds the significance of age, as it crosses 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-years, 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
Fall 2017
TUT Section: T1 TBA Instructor: Merida Rua
AMST 128 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 1980s, 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 poetry. 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 interactions 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 explore: Why have Asian Americans and Asian American writings 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?
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
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
SEM Instructor: Dorothy Wang

AMST 132(F) 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, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Oyèrónke Oyewùmi, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, 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
Expected Class Size: 12
AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Critical and Cultural Theory Electives
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Neil Roberts

AMST 149 First-Hand America (D) (W)
Crosslistings: AMST 149/ENGL 149
Gonzol journalism, the nonfiction novel, literary journalism, the "new journalism"...tion. The study of American culture has thrived in the able hands of writers, reformers and amateur anthropologists. This course is an introduction to American writing and culture through the eyes of extraordinary witnesses who work as public intellectuals, addressing a readership that reaches beyond the university. Through essays, films and music we will track the documentary impulse from coast to coast: from Ferguson, Baltimore, Miami, Watts, Denver, Harlem, Chicago, Compton and Sing-Sing prison to the wilds of Alaska and rural Georgia; from mass demonstrations to the most intimate, beside revelations. How have writers and artists given their audiences tools for understanding power, privilege, and difference in America? This course contributes to the College's Exploring Diversity Initiative by reading the work of witnesses in their literary, social, political, cultural, and historical contexts in order to understand the formation of their beliefs and actions and the effects of their works. Artists include: Jane Addams, James Baldwin, Charles Burnett, Ta-Nehisi Coates, Ted Conover, Angela Davis, Joan Didion, Zora Neale Hurston, Kendrick Lamar, Audre Lourde, John McPhee and Jack Kerouac.
Class Format: seminar
Requirements/Evaluation: multiple short essays and revisions, peer-editing 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: 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 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
SEM Instructor: Cassandra Cleghorn

AMST 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 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 musico logical 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 wed's 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, 1 three-page essay, 1 five-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: 30
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 Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2018
LEC Instructor: Rashida Bragg

AMST 165(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. How did various areas of American social, political, and economic life 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 tracing the development of the “peculiar institution” to its demise with 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 Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Charles Dew

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, millions of African Americans were transformed 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 major articles, 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
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada, JLST Interdepartmental Electives
Not Offered Academic Year 2018
SEM Instructor: Gretchen Long

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 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 responses 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

**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 2018**

**SEM Instructor:** Scott Wong

**AMST 169(F) Introduction to Asian American Studies (D)**

**Crosslistings:** AMST 169/HIST 169

This course will offer students an introduction to the field of Asian American Studies. First, we will examine how history is shaped not only by laws and institutions but more significantly by people and social movements responding to the challenges of war, capitalism, colonialism, imperialism, immigration, globalization, and white supremacy. Secondly, we will pay an immediate attention to the dynamic, narrative interactions of race, ethnicity, class, gender, sexuality, ability, and nationality/citizenship. We will question how the social, political, and economic differences produced by these categories help to make and remake the multiple dimensions of Asian America from within and without. Finally, our discussions will illuminate the contradictions of power and spaces for possibility that emerge in key moments—namely, how human actors strive to imagine, if not build visions and practices of the world in difference to the master narratives of American history and American exceptionalism. Our study will be supplemented with documentary screenings, oral histories, and personal memoirs.

**Class Format:** lecture

**Requirements/Evaluation:** attendance and participation; in-class group presentation; weekly online journal responses; midterm paper (5-7 pages); final creative project

**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:** AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives

**Fall 2017**

**LEC Section:** 01

**TR 09:55 AM 11:10 AM**

**Instructor:** Anthony Kim

**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, representation, and national politics, and examine the cultural 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:** 20

**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 2018**

**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 of texts for student exploration. 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 in each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latinidad marked through notions of language, nationality, gender, sexuality, class, race, polities, form, and genre? The readings will provide both a survey of gender, ethnicity in Latino/a 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, Griselda C. Roa, Oscar Zeta Acosta, Junot Díaz, 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 2018**

**LEC Instructor:** Alma Granado

**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 African 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 select texts of fiction as well as spiritual autobiographies, historical narratives, and personal memoirs, and writers will be encouraged—both to read and create—paradigms of time to organize their work. The following questions will structurally our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experiences of time? 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 African Studies, majors in Religious Studies, and majors in American Studies

**Enrollment Limit:** 10

**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 2018**

**TUT Instructor:** James Manigault-Bryant

**AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life**

**Crosslistings:** ENV 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 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:** 15

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Critical and Cultural Theory Electives, AMST Space and Place Electives, ENST Culture/Humanities

**Not Offered Academic Year:** 2018

**LEC Instructor:** Munjulika Rahaman

---

**AMST 210 Culture and Incarnation**

**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%); 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 2018

**SEM Instructor:** Joy James

---

**AMST 211(F) Race and the Environment**

**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 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 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

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

**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, PHIL Nutrition, Food Security+Environmental Health, PHLH Social Determinants of Health

Fall 2017

**LEC Section:** 01

**TERM:** TR 09:55 AM - 11:10 AM

**Instructor:** James Manigault-Bryant

---

**AMST 214(F) Performance Ethnography: Global Approaches to Dance (D)**

**Crosslistings:** DANC 214/GBST 215/AMST 214/THEA 215

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

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

**Enrollment Limit:** none

**Expected Class Size:** 10

**Distribution Notes:** meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST

**Distributional Requirements:** Division 1, Exploring Diversity

Fall 2017

**SEM Section:** 01

**TIME:** W 01:10 PM - 03:50 PM

**Instructor:** Munjulika Rahaman

---

**AMST 214(S) Global Approaches to Dance: Asian-American Identities in Motion (D)**

**Crosslistings:** DANC 214/GBST 215/AMST 214/THEA 215

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diaspora are constructed and/or redefined. We will explore historical narratives related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation includes reading responses, participation, short papers, a midterm, and a final essay

**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:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST

**Distributional Requirements:** Division 1, Exploring Diversity

Spring 2018

**SEM Section:** 01

**TIME:** TR 11:20 AM - 12:35 PM

**Instructor:** Munjulika Rahaman

---

**AMST 215 Experimental Asian American Writing**

**Crosslistings:** AMST 215/ENGL 217/COMP 215

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 generational 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 poetry of protest 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 Chavez, John Yau, Mei-mei Bensinergue, 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 research 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 2018

**SEM Instructor:** Dorothy Wang

---

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

**Crosslistings:** ENVI 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 and 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: ENVI 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, EVST Culture/Humanities, SCST Related Courses
Not Offered Academic Year 2018

LEC Instructor: Nicolas Howe

AMST 217(F) 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 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, and the role of black athletes in encouraging social change. The course will examine a series of texts that in various ways epistemize the fraught literary grappling with the entanglements 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: 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
Fall 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Nicolas Howe

AMST 220(F) Introduction to African American Literature
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 epistemize the fraught literary grappling with the entanglements 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 3 papers
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: 20
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
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ENGL Literary Histories C
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 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 (6-7 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/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, GBST Urbanizing Electives, LATS Core Electives
Fall 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Merida Rua

AMST 222(S) U.S. Latinx Religions (D)
Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments when religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx/o communities and religions in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslins, and Santería—by focusing on particular moments of religious expression as elucidated in specific historical, biographical, ethnographical, 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 Latinx religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latinx religious forms 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: 25
Expected Class Size: 15
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, LATS Core Electives
Spring 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Jacqueline Hidalgo

AMST 226(S) Gender and the Dancing Body
Crosslistings: DANC 226/WGSS 226/AMST 226/THEA 226
This course posits that the dancing body is a particularly rich site for exploring ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. 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 or THEA; meets Division 2 requirement if registration is under WGSS or AMST
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Munirulka Rahman

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 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, economy, community. More specifically, the U.S. 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: participation, short writing assignments, a 5-page midterm essay, 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, ENV Humanitarian Arts + Social Science Electives, LATS Core Electives

Not Offered Academic Year 2018

SEM Instructor: Jacqueline Hidalgo

AMST 228(F) Revolt and Revelation in 20th-Century Americas (D)

Crosslistings: LATS 228/AFR 228/AMST 228/REL 223

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutiérrez asked “Is the Church pursuing a 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 responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and economic power. In doing so, these theologies and their hand out of the classroom doing field work. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 12

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: LATS Core Electives

Fall 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Jacqueline Hidalgo

AMST 229 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 Olsen (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 larger U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social 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 readings? 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 analyzes 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, Film Studies Courses

Not Offered Academic Year 2018

LEC Instructor: Jacqueline Hidalgo

AMST 231 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. Students will work with 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 D-AMP X class. The class 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: lab

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, Film Studies Courses, LATS Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

AMST 236(S) Making Things Visible: Adventures in Documentary Work

Crosslistings: SOC 236/AMST 236/ARTH 237/ENGL 237

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend word and image, from Let Us Now Praise Famous Men by Walker Evans and James Agee to the more recent Righteous Dopefiend by Philippe Bourgois and Jeff Schonberg. We will ask questions about the changing practices and expectations associated with the documentary's role, and the evolving platforms on which such work can be presented, both off- and on-line. Lastly, we will pose and debate ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar

Requirements/Evaluation: full participation in discussions, reading response papers, a research journal, field materials, and an independent final project

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: 12

Expected Class Size: 12

Dept. Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing fieldwork

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

Distributional Requirements: Division 2

Other Attributes: FMST – Related Courses

Spring 2018

SEM Section: 01 W 01:10 PM 03:50 PM Instructors: Olga Shevchenko, Barry Goldstein

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

Crosslistings: REL 237/AMST 237/AFR 237

This course 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 relation between religion, politics, and society 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 genuine "American" Muslims "Islamic"? In other words, were the"nation" and "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 Islam after the wars and attacks after the post-1965 immigration from Muslim countries? How do debates about Muslim identity shift over time, from being configured in terms of black separatism, to transnational, to the assimilationist "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 and understanding the cultural and social dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and identity.

Class Format: seminar

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

Prerequisites: none

Enrollment Preferences: none

Expected Class Size: 12

Distribution Requirements: Division 2, Exploring Diversity

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

Fall 2017

SEM Section: 01
TR 11:20 AM 12:35 PM
Instructor: Zaid Athami

AMST 240 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 notations 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, ethnic-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

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

AMST 241(F) Performing Masculinity in Global Popular Culture (D)
Crosslistings: WGSS 240/AMST 241/LATS 241/THA 241/SOC 241

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 men, ranging from beer-bellies to conforming to their own society's perceived standards, been socialized to believe that these things are normal? How did the construction of masculinity change in the post-90s world? How has the idea of masculinity changed in the public imagination? What is the future of masculinity in the context of contemporary gender 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 artifacts, choice of final essay or 12 page final paper

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

Fall 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 will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Readings 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 makes a war 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 failing, 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 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 abroad

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 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 AMST

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: AMST Arts in Context Electives, GBST Borders, Exiles + Diaspora Studies Electives

Spring 2018

SEM Section: 01
TR 11:20 AM 12:35 PM
Instructor: Soledad Fox

AMST 244(S) What They Saw in America
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 national 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 in England 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 exclusively of Williams students and inmates, and one goal of the course will be to encourage students from different national backgrounds to think together about issues of common human concern.* Please note atypical class hour Monday, 4:45-8:30 pm.

Class Format: seminar; * Please note atypical class hour Monday, 4:45-8:30 pm

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

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; final selection for the course will be made on the basis of an interview with the instructor

Enrollment Limit: 9

Expected Class Size: 9

Dept. Notes: * Please note atypical class hour Monday, 4:45-8:30 pm.
What does it mean to acknowledge the literal land we stand upon—in Williamsport and beyond, a territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, and arts of indigenous peoples across the Americas and the Pacific. Foregrounding the ways in which indigenous peoples have been resisting, reclaiming, and reimagining the legacy of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination.

Providing critical insights into the legacies of settler colonialism, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar

Requirements/Evaluation: one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10-page research paper, weekly Glow posts, and regular class participation

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

Prerequisites: none

Enrollment Preferences: AMST majors

Enrollment Limit: 20

Expected Class Size: 19

Fall 2017

Instructor: Tyler Rogers

AMST 246(S) Aesthetics and Place-making in Latina/o New York Crosslistings: LATS 246/AMST 246

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York’s Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: lecture/discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-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: LATS concentrators and AMST majors

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, LATS Comparative Race + Ethnic Studies Electives

Spring 2018

Instructor: Sebastian Perez

AMST 247 Race and Religion in the American West (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 "sacrosanctos" 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 legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Hindu temples. Until recently, 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 to the cultural collapse of the Ringo Revolution 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 historians 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," "sites," and "situations" 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 ways in which religious practices (re)construct notions of race.

Class Format: seminar/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

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 25

Department: religion

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, ENV1 Humanities, Arts + Social Science Electives, LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2018

Instructor: Lloyd Barba

AMST 250 Social Class: Multidisciplinary Approaches

Despite decades of growing income inequality, many Americans remain reluctant to discuss socio-economic class. Why is that? And how does one do it "right" anyway? This course will introduce students to the ways sociologists, historians, and others make sense of the differences in economic role, social status, and cultural taste that congeal in the notion of class. We will seek greater understanding of the lived experiences of poor, working, middle, and upper class Americans, and we will investigate unique "class fractions" such as bohemians and professionals. Throughout, we will consider the ways that race, gender, and sexuality interact with class to shape identity and power.

Class Format: seminar

Requirements/Evaluation: attendance and participation; personal narrative essay, one additional short essay, brief midterm, and final exam

Prerequisites: none

Enrollment Preferences: American Studies majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2018

AMST 256 Social Justice Traditions: 1960s to #BLM

Crosslistings: AMST 256/AFR 257/HIST 256

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 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

Prerequisites: none

Enrollment Preferences: first years, sophomores, and American Studies majors

Enrollment Limit: 35

Expected Class Size: 25

Distributional Requirements: Division 2

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

Not Offered Academic Year 2018

Instructor: Andrew Cornell

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 trends 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 of 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; Project Cybernet, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).

**Class Format:**
- lecture/discussion
- weekly reading discussions
- short response papers
- oral exams

**Requirements/Evaluation:**
- weekly class participation
- two short response papers
- final 15-minute oral exam

**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

**Enrollment Limit:**
- 20

**Expected Class Size:**
- 19

**Distribution Requirements:**
- Division 1, Writing Intensive

**Other Attributes:**
- AMST Arts in Context Electives
- AMST Space and Place Electives
- AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses

**Spring 2018**

LEC Section: 01  
Instructor: Michael Lewis

**AMST 265 Pop Art (W)**

**Crosslistings:**
- ARTH 265/AMST 265
- AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses

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

**Requirements/Evaluation:**
- two short response papers, oral presentation, and one final research paper

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

**Prerequisites:**
- none

**Enrollment Preferences:**
- Theatre and English majors

**Enrollment Limit:**
- 20

**Expected Class Size:**
- 19

**Distribution Requirements:**
- Division 1, Writing Intensive

**Other Attributes:**
- AMST Arts in Context Electives

**Spring 2018**

LEC Instructor: C. Ondine Chavoya

**AMST 272 American Postmodern Fiction (W)**

**Crosslistings:**
- ENGL 272/AMST 272
- AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses

**Distribution Notes:**
- meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

**Requirements/Evaluation:**
- four papers totaling about 20 pages; participation in class discussions

**Extra Info:**
- may not be taken on a pass/fail basis
AMST 284 Introduction to Asian American History (D)

Crosslistings: HIST 284/AMST 284/AMST 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 ECO course because it examines how people from different Asian countries and cultures interact 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

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 Core Courses, HIST Core Courses, HIST Core Electives - U. S. + Canada

Not Offered Academic Year 2018

LEC Instructor: Scott Wong

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 HBO Home Box Office (HBO) in 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 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 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 oral project (10 pages)

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

Prerequisites: none

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements: Division 2

AMST 301(S) 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 cultures work, 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 a working knowledge of all the frameworks of the major (Spatio-Cultural Studies in Race, Ethnicity and Diaspora; Art 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 spaces and buildings, as the class explores such problems or topics as national narratives, ethnoral 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, to 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

Spring 2018

LEC Instructor: David Romero

AMST 302(F) Environmental Planning Workshop: Community-Based Environmental Problem Solving

Crosslistings: ENVI 411/AMST 302

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 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 in-class 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: ENV 101 or permission of instructor; open to juniors and seniors only

Enrollment Preferences: Environmental Studies majors and concentrators

Enrollment Limit: 16

Expected Class Size: 16

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, EXPE Experiential Education Courses, SCST Related Courses

LEC Instructor: Sarah Gardner

AMST 304 Asian American Writing and the Visual Arts (D)

Crosslistings: AMST 304/ENGL 398/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 Benssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Joyce 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

Distributional Requirements: 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 2018

LEC Instructor: Dorothy Wang

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

LEC Instructor: Kai Green
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 in 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 Core Electives, AMST Space and Cultural Theory Electives, 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
Instructor: Gregory Mitchell
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 2018
SEM Instructor: Dorothy Wang
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 expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated with black feminism, and 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. Fulfiling 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: African Studies majors, Latina/o 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 2018
LEC Instructor: Rhon Manigault-Bryant
AMST 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 focuses on the discourses 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 Chi-Town 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 (10 pages)
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, Latina/o Studies majors 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, GBST Urbanizing World Electives, LATS Core Electives
Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Merida Rua
AMST 313 Gencer, Race, and the Power of Personal Aesthetics (D)
Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 313
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. What are the origins and development of the fashion industry, and how are the 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 possible to assert that an easily identifiable "African American," "Latina," "Arab American," or "Asian American" aesthetic is intimately tied to issues of power and privilege, we will engage the following questions: 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: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, ASAM Related Courses, LATS Core Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Capeda

AMST 314 Groovin' the Written Word: The Role of Music in African American Literary Traditions

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 and cross-over culture; the role of 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. Moreover, 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 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: AMST Core Electives, AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2018

LEC Instructor: Rashida Braggs

AMST 315 Blackness 2.0: Race, Film and New Technologies

Crosslistings: AFR 315/AMST 315

Media theorists have posed 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" in Germany 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" medias and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar-based social and entertainment medias become viable forms 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 (are not) reshaped and redefined in the virtual world; blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fanzine 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 medias/race & new technologies

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

Prerequisites: none

Enrollment Preferences: African Studies concentrators

Enrollment Limit: 13

Expected Class Size: 13

Distributional Requirements: Division 2

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

Not Offered Academic Year 2018

SEM Instructor: Rhon Manigault-Bryant

AMST 316 Sacred Cinema: Black Religion and the Movies

Crosslistings: AFR 316/REL 265/AMST 316

Although they represent different genres, what popular films Madea's Family Reunion (2006), First Sunday (2008), The Princess and the Frog (2009) have in common is that they each offer complex and at times contradictory images of race and race relations. More and more, the African diaspora is at the forefront, and public cultural forms, including those within the realm of the visual, are being transformed. By examining the use of black religious expression pervades modern cinema, and will discuss what appears on screen. Through interdisciplinary, critical approaches to film and popular 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 and research papers, two written essays of 5 pages each, research seminar; final two-page report, final seminar project

Extra Info: not available for the fifth course option

Prerequisites: Africana Studies concentrators, Religion majors

Enrollment Limit: 13

Expected Class Size: 13

Distributional Requirements: Division 2

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

Not Offered Academic Year 2018

LEC Instructor: Rhon Manigault-Bryant

AMST 317(F) 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 music. What is the relationship between music and migration and diaspora? How do African American artists engage these processes through their performance practices? This course will examine how performance reflects, critiques and engages 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 resistance to discrimination and domination. Although the focus of the course will be on the use of film to study black religious expression as it is about the use of 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 representational dimensions of race and black religious expression. Conviviality will be central to the course. We will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches to film and popular 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 and research papers, two written essays of 5 pages each, research seminar; final two-page report, final seminar project

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Religion majors

Enrollment Limit: 13

Expected Class Size: 13

Distributional Requirements: Division 2

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

Not Offered Academic Year 2018

LEC Instructor: Maria Elena Cepeda

AMST 318 California: Myths, Peoples, Places (W)

Crosslistings: LATS 318/AMST 318/REL 318/CMP 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 people 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 spaces 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,
AMST 319 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: AFRC Core Electives, AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2018
SEM Instructor: Jacqueline Hidalgo

AMST 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
Crosslistings: AFR 320/AMST 320/WGS 320

Whether presented as maternal saints, divas, 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 feminism 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 social constructions 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

AMST 322(F) Race, Culture, Incarceration (D) (W)
Crosslistings: INTR 322/PSYC 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 its hybridity with contemporary United States. Also explored will be political imprisonments in the United States.

Class Format: Seminar
Requirements/Evaluation: Brief analytical papers and group presentations

AMST 323(S) 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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMST 327 Asian Diaspora
Crosslistings: LATS 427/REL 314/AMST 327/AFR 357

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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMT 329 Asian Diaspora
Crosslistings: LATS 427/REL 314/AMST 327/AFR 357

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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMST 33(S) 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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMST 33(S) 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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMST 33(S) 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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

AMST 33(S) 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 weight 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 African cultures, prompting students to consider how the comic 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 5- to 8-page essay, and a final project (producing a graphic short story with Comic Life)
AMST 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 2008 presidential election, and current debates over Confederate symbols, etc. We will give 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 authentic 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 Division 2 requirement if registration is under SOC; AMST; meets Division 1 requirement if registration is under COMP or THEA
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Jacqueline Hidalgo

AMST 331(S) 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 post-flooding re-building. Reading selections will include examples such as 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 Button, 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. 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 2008 presidential election, and current debates over Confederate symbols, etc. We will give 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 authentic 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 Division 2 requirement if registration is under SOC; AMST; meets Division 1 requirement if registration is under COMP or THEA
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Jacqueline Hidalgo

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 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 traditional 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 mid-term 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: 15
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 2018
SEM Instructor: C. Ondine Chavoya

AMST 334 Sexual Economies (D)
Crosslistings: WGSS 330/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: 15
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Not Offered Academic Year 2018
SEM Instructor: Gregory Mitchell
AMST 335 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 race, gender, and class. 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 will take seriously the ways 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 include: the conceptual foundations of Enlightenment, assimilation, and displacement of native populations; buildings, objects, and monuments linked to Williams’ evangelical history and the role of missionaries in American imperialism; and 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, 3-5 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:  
Enrollment Preferences: AMST majors  
Enrollment Limit: 19  
Expected Class Size: 19  
Distribution Notes: 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 Elective  
Not offered Academic Year 2018  
SEM Instructor: Dorothy Wang

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) 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 do their poems say about their own lives?” “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 Ashberry’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: Division 2 Requirement if registration is under ENGL; 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 2018  
TUT Instructor: Dorothy Wang

AMST 338F 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 resulted from a multitude of ideas, practices and formations: the unprecedented spread of empire under the banner of "manifest destiny"; the formation of the white middle class; the consolidation of pro- and anti-slavery political factions; religious and spiritual experimentation; new, contested definitions of self, work, race, class and gender; and the looming Civil War. In short, a historical moment not unlike our own. If you want to understand contemporary American culture, the mid-19th century provides an uncanny key. We will read works by Emerson, Thoreau, Douglass, Jacobs, Whitman, Poe, Hawthorne, Dickinson, Melville, and a host of lesser known writers. We will also make constant reference to contemporary American literature, music, and art.

Class Format: Seminar  

Requirements/Evaluation: 3 papers totaling about 15 pages, class participation, and participation in the final course project  
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: 20  

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 2, Writing Intensive  
Other Attributes: AMST Critical and Cultural Theory Electives, ENGL Criticism Courses, ENGL Literary Histories  
Fall 2017  
SEM Section: 01  
MR 02:35 PM 03:50 PM  
Instructor: Cassandra Cleghorn

AMST 339 Latin/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 Latin/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 Latin/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 Latin/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 Latin/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: Latin/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 2018  
SEM Instructor: Maria Elena Cepeda

AMST 341 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. For much of the 20th century, two culturally rich periods—roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connotes discrete sexual identities), and the contemporary context of the "postmodern" 21st-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, Díaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsem, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films. This course meets the Writing Intensive Requirement in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation to race, gender, sexuality, class 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 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 Criticism Courses, ENGL Literary Histories
C, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses
Not Offered Academic Year 2018

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

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

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: permission of instructor required
Enrollment Preferences: permission of Instructor is required; preference given to juniors and seniors
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 2018
TUT Section: T1 TBA Instructor: Joy James

AMST 345 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, auteur-directors, new realism, identity theatre, eco-theatre, performance art, postdramatic theatre, devised performance, virtual 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. Students will be required to attend theatre, dance and other performances at the '82 Center. Artists and groups considered may include: The Wooster Group, Richard Foreman, Meredith Monk, Andy 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, Anna 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 writing and performance project
Prerequisites: introductory course in THEA, ENGL, ARTH, COMP, or AMST
Enrollment Preferences: Theatre, Art History/English or Comparative Literature major
Enrollment Limit: 18
Expected Class Size: 16
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 Not Offered Academic Year 2018
SEM Instructor: Amy Holzapfel

AMST 346(F) Latinas/os and the Media: From Production to Consumption (D) (W)
Crosslistings: LATS 346/AMST 346
This interdisciplinary course focuses on the areas of Latinas/os 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 Latinas/os stereotypes constructed and circulated in mass media? Where do issues of Latinas/o consumer agency come into play? In what ways does this practice 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; not available for the fifth course option
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Preferences: Latin/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, offered in conjunction with LATS Electives
Fall 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Maria Elena Cepeda

AMST 348(F) Drawing Democracy: Graphic Narratives as Democratic Ideals Crosslistings: LATS 348/AMST 348/COMP 348
This course examines the graphic narrative in terms of how each artist or narrator employs narrative technique (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, experiment digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

AMST 349 Sexuality and US Literatures of the 19th Century (D)
Crosslistings: ENGL 329/AMST 349/WGSS 329
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 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
Prerequisites: none
Enrollment Preferences: ENGL, WGSS, and AMST 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
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2018

AMST 352 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 regimes. 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 assessment, 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
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2018

SEM Instructor: Andrew Cornell

AMST 354(F) Asian American Literature: Fiction and Creative Nonfiction (D) (W)
Crosslist: ENGL 354/AMST 354

This tutorial is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. This course will be perfect both for students who are already familiar with Asian American studies and literature and want to dive deeper into one of the rich Asian American literary traditions (its prose: novels, memoirs, and short stories), as well as for students who are new to Asian American literary studies and want an introduction to this exciting and important too-little-explored side of American literature. The tutorial format will make it easy to pair students based on their level of familiarity with Asian American history and literature. Likely readings include: Carlos Bulosan's America is in the Heart (1946); John Okada's No-No Boy (1957); Maxine Hong Kingston's Woman Warrior (1976); Chang-rae Lee's Native Speaker (1995); lí thi diem thú; The Gangster We Are All Looking For (2003); Rajesh Parameswaran, I Am An Executioner: Love Stories (2012); Celeste Ng, Everything I Never Told You (2014); Viet Thanh Nguyen, The Sympathizer (2015); and The Collected (2013) by Williams College's own Karen Shepard (an historical novel about the experience of Chinese laborers in 1870's North Adams). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective. Students who take this course should be prepared to read one book and two or three supplementary historical/theoretical essays each week. This course fulfills the EDI requirement, as it engages questions of power and privilege, and the coded representation of racial or ethnic others.

Class Format: tutorial
Requirements/Evaluation: quality of tutorial papers and participation during tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level English course; not open to first-year students
Enrollment Preferences: none; if the course is over-enrolled, I may ask students to send me an email explaining why they would like to take this course

Enrollment Limit: 10
Expected Class Size: 10
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 Literary Histories C

Fall 2017

TUT Section: T1 TBA Instructor: Bernard Rhie

AMST 359(S) Spirits of Rebellion: The L.A. Rebellion Filmmakers

When Beyoncé unveiled the Lemonade visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's Daughters of the Dust (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black Cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, and Madeleine Woodruff. Among many others, they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore

various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned Lemonade and Barry Jenkins' Moonlight (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Class Format: seminar
Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor
Enrollment Preferences: American Studies majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives, AMST Critical and Cultural Theory Electives

Spring 2018

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Anthony Kim

AMST 364(F) History of the Old South
Crosslistings: HIST 364/AFR 364/AMST 364

During the course of the semester, we shall introduce two broad, interconnected topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. We will primarily work 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, race and slavery, 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.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination

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, HIST Group P Electives - Premodern

Fall 2017

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

AMST 365(S) History of the New South
Crosslistings: HIST 365/AFR 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 rule 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 Civil Rights Movement 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, HIST Group P Electives - Premodern

Spring 2018

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

AMST 379(F) 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 if we adopted X, Pragmatism assumes that the logic of the world is that of life. Pragmatists accept the indeterminacy of all domains, except that of the world of action. Pragmatism is an alternative to the concept of a fixed meaning in a fixed world. It is a more democratic 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 their role 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  
Semester: Fall 2017  
Section: 01  
TR 11:20 AM 12:35 PM  
Instructor: Steven Gerrard

AMST 380(S) Freedom Dreams, Afro-Futures & Visionary Fictions (D)  
Crosslistings: WGSS 380/ENGL 381/AFR 380/AMST 380  
In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary writing to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black, post-colonial, and feminist imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of science fiction and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.  
Class Format: seminar  
Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators  
Enrollment Limit: 20  
Expected Class Size: 15  
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, or AMST; meets Division 1 requirement if registration is under ENGL  
Distributional Requirements: Division 2, Exploring Diversity  
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses  
Spring 2018  
SEM Section: 01  
TR 08:30 AM 09:45 AM  
Instructor: Kai Green

AMST 382(S) Transnational Asian/American Film and Video (D)  
Crosslistings: AMST 382/COMP 382  
In this course, we will examine transnational Asian/American film and video that has come to shape the global economy, the ways governments function, and how individuals conduct themselves and view their relations with other people. However, political movements around the world have challenged these principles — pointing to growing wealth gaps, environmental destruction, and, in the process, help envision and create different world orders. We will focus on the role of history, particularly slavery, in the Black, post-colonial, and feminist imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of science fiction and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.  
Class Format: seminar  
Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project  
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: 19  
Expected Class Size: 19  
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP  
Distributional Requirements: Division 2, Exploring Diversity  
Other Attributes: AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives, AMST Critical and Cultural Theory Electives  
Spring 2018  
LEC Section: 01  
TR 08:30 AM 09:45 AM  
Instructor: Anthony Kim

AMST 397(F) Independent Study: American Studies  
AMERICAN STUDIES INDEPENDENT STUDY  
Class Format: independent study  
Distributional Requirements: Division 2  
Fall 2017  
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 2018  
IND Section: 01  
TBA  
Instructor: Mark Reinhardt

AMST 403 New Asian American, African American, Native American, and Latina/o Writing (D)  
Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 333/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 suffiled by the taint of race). In the critical frameworks of cultural studies and critical media literacy, 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, identity, and race. We will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literatures. The avant-garde writing we will explore is not written in opposition to, and as the opposite of, the received notions about the writer. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesuush Foster, Renee Gladwell, Stan Filippo, Taylor Johnson 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-page seminar paper or two shorter response papers per semester).  
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; 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 2018  
SEM Instructor: Dorothy Wang

AMST 407(S) The Culture and Politics of Neoliberalism  
Neoliberalism is, in essence, the belief that unencumbered market mechanisms will maximize prosperity and happiness. Over the past forty years this idea has come to shape the global economy, the way governments function, and how individuals conduct themselves and view their relations with other people. However, political movements around the world have challenged these principles — pointing to growing wealth gaps, environmental destruction, and, in the process, help envision and create different world orders. We will focus on the role of history, particularly slavery, in the Black, post-colonial, and feminist imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of science fiction and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.  
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 courses in American Studies, critical studies in neoliberalism or political economy, or permission of the instructor  
Enrollment Preferences: American Studies majors  
Enrollment Limit: 15  
Expected Class Size: 15  
Distributional Requirements: Division 2  
Other Attributes: AMST Critical and Cultural Theory Electives, AMST 400-level Senior Seminars, AMST Space and Place Electives  
Spring 2018  
SEM Section: 01  
T 01:10 PM 03:50 PM  
Instructor: Andrew Cornell

AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People (D)  
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 part of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at these questions by examining some of the 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
AMST 410 Black Literary and Cultural Theories
Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 354
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 read a range of works from the United States, Britain, Africa, the Caribbean, and Europe. We will see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetry.
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
Enrollment Preferences: MAES majors
AMST 410 Intensive
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, AMST 400-level Senior Seminars, AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives, LATS 400-level Seminars
Expected Class Size: 14
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives, AMST 400-level Senior Seminars, AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2018
SEM Instructor: Merida Rua

AMST 411 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, ethno-racial identity, sexuality, and class? How 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, ethno-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-page research paper conducted in stages, and peer evaluation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: LATS 105, WGSS 101 or AMST 201; junior or senior standing
AMST 412 An Infinity of Traces: Haunting, Historical Violence, and Alternative Futures (D)
Crosslistings: AMST 412/COMP 412
Course Description: In Prison Notebook s, Antonio Gramsci writes that history has “deposited in you an infinity of traces, without leaving an inventory.” In this seminar, we will read a diverse array of interdisciplinary, and mixed media approach to inventory some of these uncanny traces as they manifest in historical trauma, commemoration, and mourning. We will read texts of mass incarceration, representation of racism, and historical violence. Animated by a whole host of names like “ghost,” “spirit,” “specter,” “zombie,” “things that go bump in the night,” “the unborn,” or “the undead,” we will ask what other stories/other knowledges these haunting and haunted flows might seek to tell us. How do they dis-order our experience of a modern world whose space/time is shaped by ongoing processes of chattel slavery, settler colonialism, capitalism, mass incarceration, immigration, imperialism, militarism, and war? How do they unsettle, arrest, disrupt, and even seek revenge for a “common sense” that is structured in human dispossession, exploitation, repression, and death? Finally, how do they leave us with a radical urgency to.unlearn and reorient our ways of knowing, being, living, and thinking toward alternative futures where such systems of power and domination can be dismantled for good? Texts to be considered may include: All They Will Call You by Tim Z. Hernandez, The Lone Ranger and Tonto Fistfight in Heaven and short stories by Sherman Alexie, Lose Your Mother by Saidiya Hartman, Burning Vision by Maria Clemente, The Ganges: We Are All Lovers of the Dust) by Julie Dash, and The Watermelon Woman by Cheryl Dunye.
Class Format: Seminar
Requirements/Evaluation: attendance and class participation; weekly journal entries (1-2 pages); in-class group presentation; midterm paper (5-6 pages); final creative project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 2
Other Attributes: AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives, AMST 400-level Senior Seminars, AMST Critical and Cultural Theory Electives
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Anthony Kim
AMST 440 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 was 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 inter-racial 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, Anabai 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
Enrollment Preferences: 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: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, AMST 400-level Senior Seminars, AMST Space and Place Electives
Not Offered Academic Year 2018
SEM Instructor: Andrew Cornell
AMST 456(F) Civil War and Reconstruction
Crosslistings: HIST 456/AFR 385/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 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 2017**

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

---

**AMST 462(F) Art of California: Pacific Standard Time (D) (W)**

**Crosslistings:** ARTH 462/AMST 462/LATS 462/ARTH 562

In this course, we will examine the development of art in 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 artists, Chicano and Chicana artists, 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 artists, art critics, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American art and this class will examine and critique these exhibitions as well. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and 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 repetition

**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, Exploring Diversity, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses, LATS Comparative Race + Ethnic Studies Electives

**Fall 2017**

**SEM Section:** 01  W 01:10 PM 03:50 PM  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—often create a “race-bend”* 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 sociocultural 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 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 individual at once. The irony, of course, is that, say, an African American “unmarked” (white) artists occupy the position of being universal and artists poets occupy a single abstract signifying category.

This course will spend the final weeks of the semester discussing examples from the art exhibitions, 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 artists, art critics, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American art and this class will examine and critique these exhibitions as well. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and 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 repetition

**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, Exploring Diversity, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses, LATS Comparative Race + Ethnic Studies Electives

**Fall 2017**

**SEM Section:** 01  W 01:10 PM 03:50 PM  Instructor: C. Ondine Chavoya

---

**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 policies and practices of American culture and the definition of who is or who can be “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 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 repetition

**Prerequisites:** previous upper division HIST courses

**Enrollment Preferences:** senior History majors

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

**Distribution Notes:**

**Distributional Requirements:** Division 2, Exploring Diversity, Related Courses, HIST Group F Electives - U.S. + Canada

**Not Offered Academic Year 2018**

**SEM Instructor:** Scott Wong

---

**AMST 478 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 urban and rural 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 national parks and other kinds of protected lands, the reconstruction of postwar Europe, and cultural 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 several short writing assignments, oral presentations, 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 repetition

**Prerequisites:** none

**Enrollment Preferences:** History, Environmental Studies majors if over-enrolled

**Enrollment Limit:** 10

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**Other Attributes:** AMST Space and Place Electives, HIST Group C Electives

---

64
The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens’ habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. Archaeology extends this analysis to social formations of the historical and prehistorical past. Sociology studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed to providing a quality education in the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated “ANSO.”

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

- Anthropology
  - ANTH 101 How to Be Human
- Sociology
  - SOC 101 Invitation to Sociology

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, majors may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Electives

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student’s departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degree, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major. You can find general study away guidelines for Anthropology and Sociology here.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are conferred for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

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 empirical data and the generation of social theory? How does the social organization of social research affect one’s inquiry? What are the 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

ENST 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 complex units like 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 memos, two papers and a take-home final
Extra Info: formerly ANSO 206. May not be taken on a pass/fail basis; not available for the fifth course option
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

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 over time.

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

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology?
Anthropology examines not only living societies, but also prehistoric cultures with which we have found nowhere else. This course presents 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 applied in practical exercises.

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

ANTH 138T(S) Spectacular Sex (D)
Crosslistings: WGS 138/ANTH 138
From Beyoncé’s Super Bowl halftime show to Donald Trump’s presidential campaign, spectaculars captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Class Format: tutorial
Requirements/Evaluation: weekly response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: none
Enrollment Limit: first- and second-year students; a statement of interest will be solicited from pre-registrants
Enrollment Limit: 10
Expected Class Size: 10

ANTH 208 Afghanistan Post-Mortem
Crosslistings: ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacks on insurgents in the Afghan Taliban 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 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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get
ANTH 216(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 Aman, 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 that will be examined in the course. 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 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: lecture/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
Division: 2
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: GBST Urbanizing World Electives
Spring 2018
TUT Section: T1 TBA Instructor: Antonia Foias

ANTH 219 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 calendars, 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 transformation 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
Division: 2
Distributional Requirements: Division 2
Other Attributes: GBST Urbanizing World Electives
Spring 2018
TUT Section: T1 TBA Instructor: Antonia Foias

ANTH 222 Heroes, Saints, and Celebrities (W)
Crosslistings: ANTH 222/REL 273
This course examines the ways in which cultures select, ritually celebrate, and institutionalize heroes, and ultimately deify people designated as ‘extraordinary’. We will begin by considering cultural archetypes and theories of the hero and how these have been understood in different eras and cultural contexts. Using Weber’s theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.
Class Format: seminar
Requirements/Evaluation: class participation, two short response papers, research paper, final exam
Prerequisites: none
ANTH 223 Ethnic Minorities in China: Past and Present (D)

Crosslistings: CHIN 223/ANTH 223

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 and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "forbiddens" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; 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, one mid-term, and one final paper
Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if proficient; open to all
Enrollment Preferences: Chinese, Japanese, 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 CHN

ANTH 224(S) Culture and Morality

Crosslistings: ANTH 224/REL 225

Moral judgments differ across cultures, within cultures, and across time. How do we account for this variation, and what does it tell us about human nature and the nature of moral reasoning? This course examines practical and theoretical orientations for the descriptive study of morality. We will read about and analyze moral life in a range of cultural and historical settings, from Africa and Oceania to North America and the Upper Amazon. As an object of academic inquiry, morality has historically been resistant to classification under any one discipline, recognized at various times to be the exclusive province of philosophy, psychology, religion, and so on; so we will draw on works from across a range of fields in order to better understand morality and its relationship with other significant dimensions of human social life (political economy, religion, gender, etc.). Specific topics will include: the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

Class Format: seminar
Requirements/Evaluation: a midterm project and a final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: ANSO students
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

ANTH 227(F) Language and Society: What Does Your Speech Say About You?

Crosslistings: ARAB 227/ANTH 227

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts and how it affects the way society perceives itself. We will use a variety of topics to examine the way language is used in different social situations, such as the way language is used in the home, the workplace, and the community. The focus of the course is on the relationship between language and society, and how language is used to express social identity and status.

Class Format: lecture/discussion
Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, 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, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH

ANTH 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 discipline of ethnomusicology confronts the question of musical meaning by combining musicological 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 investigations. This course features a hands-on approach to musical ethnography. Students will each conduct ethnomusicological 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: students with some musical experience
Enrollment Limit: 10
Expected Class Size: 6

ANTH 232 Town and Gown: Investigating the Relationship of College and Community

This course examines the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different areas and locations in order to contextualize and provide comparative 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 corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on combining academic study and student involvement, with a large percentage of class time 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 their choosing, 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
ANTH 233(S) 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 as they communicate with and influence each other, and with the state. Southeast Asian religious life will range from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, and the connection between “city” and “countryside” will be examined where religious beliefs and practices are shared.

Distributional Requirements: Division 2
Not Offered Academic Year 2018
SEM Instructor: David Edwards

ANTH 234 Masculinities (W) Crosslistings: ANTH 234/WGSS 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 imagined cross-culturally: man as warrior, lover, husband, father, protector, 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
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Peter Just

ANTH 242(S) The Country and the City in the Classical World Crosslistings: CLAS 242/ENVI 242/ANTH 242
A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between “city” and “countryside” are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values and ideologies of cities? Why are they the engines of growth? The course will explore the historical and social construction of the city as a modern ideal.

Class Format: seminar
Requirements/Evaluation: course option
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Not Offered Academic Year 2018
SEM Instructor: David Edwards

ANTH 245(F) Introduction to Native American and Indigenous Studies (D) Crosslistings: AMST 245/ANTH 245/HIST 255/WGSS 247
What does it mean to acknowledge the literal land we stand upon—in Williamstown and beyond—as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the genealogies of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination. Providing critical perspectives on ongoing processes of settler colonialism, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar
Requirements/Evaluation: one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10-page research paper, weekly Glow posts, and regular class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: AMST majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, LATS Comparative Race + Ethnic Studies Electives
Fall 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Tyler Rogers

ANTH 246(F) India’s Identities: Reproducing the Nation, Community and Individual (D) (W) Crosslistings: REL 246/AMST 246/WGSS 246/ASST 246
This course considers India’s contradictory legacy as a booming 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 and longing for fixes 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, Women’s, Gender & Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: AMST majors in Anthropology, Bioethics + Interpretations of Health, WGSS Racial Sexual + Cultural Diversity Courses
Fall 2017
TUT Section: T1 TBA Instructor: Kim Gutschow

ANTH 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W) Crosslistings: REL 248/AMST 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 explores 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 Asia that links individual and social bodies in ways that are as social as they are sexual. The course will examine the body as an organizing mechanism of society, as well as a mass-produced ideology of sexuality. How does the body and its meanings create the social world of the South Asian body and how do these bodies and meanings work within the political, economic, and cultural contexts of South Asia? We will explore how the body serves as a lens for understanding the meaning of these interactions and how bodies are created, constructed, and transformed. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical and social changes in India.

Class Format: seminar
Requirements/Evaluation: written work and oral presentation
Enrollment Limit: 10
Expected Class Size: 25
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: AMST majors in Anthropology, Bioethics + Interpretations of Health, WGSS Racial Sexual + Cultural Diversity Courses
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Peter Just 19
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

Other Attributes: GBST South + Southeast Asia Studies Electives, PHHL Bioethics + Interpretations of Health, PHHL Reproductive, Maternal and Child Health, WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2018
SEM instructor: Kim Gutschow

ANTH 255(F) 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 laity, 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 discourse? This course will consider Buddhism as 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
Other Attributes: GBST East Asian Studies Electives, PHHL Related Courses, REL South Asian Tradition
Fall 2017
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Georges Dreyfus

ANTH 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (W)
Crosslistings: REL 256/WGSS 256/ANTH 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 societies 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 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

Other Attributes: GBST East Asian Studies Electives, WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2018
SEM instructor: Kim Gutschow

ANTH 260(F) The Whale
Crosslistings: ENVI 260/ANTH 260/SCST 260
Between the 1950s and 1970s, public attitudes toward whales and dolphins underwent a remarkable change. Once the target of a rapacious global industry, whales now (mostly) enjoy protection from commercial exploitation and occupy the position of global environmental icon. A key figure in the industrial revolution as well as in the emergence of environmental consciousness in North America, whales provide a touchstone for examining the environmental imaginations of diverse peoples and institutions across time and space. This course traces the history of the human-whale relationship from the eighteenth century onward in North America and concludes with an in-depth discussion of whales’ current place in the law, culture, and politics of a globalizing world.
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

Spring 2018
SEM Section: 01 MW 08:25 PM 09:40 PM Instructor: Les Beldo

ANTH 261(A) 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 farmer 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 such as: How do the roles of animals in society figure in the biocapital of 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

Fall 2017
SEM Section: 01 MW 08:25 PM 09:40 PM Instructor: Les Beldo

ANTH 262(F) Language and Power
"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which 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 create community - and sometimes exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech, grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.
Class Format: seminar
Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 18
Distributional Requirements: Division 2

Fall 2017
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 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 2018
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 intense regulation? This course 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: ENVI Humanities, Arts + Social Science Electives, GBST South + Southeast Asia Studies Electives, PHLH Reproductive, Maternal and Child Health, WGSS Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Kim Gutschow

ANTH 281(F) The Seeds of Divinity: Exploring Pre Columbian Art & Civilization in a Museum Exhibit
Crosslistings: ANTH 281(FL) REL 280/ARTH 281
For all ancient civilizations, the gods were a powerful force, affecting all aspects of human life and dominating ancient art. This course will explore concepts of divinity in five civilizations in Pre columbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts of divinity are understood. We will also create rituals for ensuring the preservation of the dominant social order and discern through deconstruction how the body is ritually mobilized as an instrument of persuasion and control. This foundation, we move to examine how political rituals are used to undermine entrenched orthodoxies, mobilize popular dissent, and bring down dictators.

Class Format: seminar
Requirements/Evaluation: active class participation; four short papers; 15-page research paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: ANTH, SOC and ARTH majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2 requirement if registration is under ANTH or REL; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Fall 2017
SEM Section: 01
TF 02:35 PM - 03:50 PM
Instructor: Antonia Folas

ANTH 297(F) Theorizing Magic (W)
Crosslistings: REL 297/COMP 297/ANTH 297
This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or superstitious counterparts, including magic, witchcraft, and other occult sciences. We will join these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This will put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these and other historical topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonisation projects. The topics of discussions will be customized to student interests, but topics we will likely include selection from primary works in translation, such as Cornelius Agrippa's Occult Philosophy, Giordano Bruno's On Magic, Aleister Crowley's Magic and Its Aetzman, as well as selections from secondary literature, perhaps including Marcel Mauss, A General Theory of Magic, Max Weber, "Science as Vocation," Tanya Luhrmann, Pervisions of the Witches' Craft, Thomas Kuhn, The Structure of Scientific Revolutions, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, Witchcraft and Oracles, and Mary Douglas, The Azande, and Kelly Hayes, Holy Harlots: Femininity, Sexuality and Black Magic in Brazil.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: potential Religion or Comparative Literature majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 2, Writing Intensive
Fall 2017
TUT Section: T1
TBA Instructor: Jason Storm

ANTH 299 The Body in Power
Crosslistings: ANTH 299/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 constructing rituals for ensuring the protection 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 mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine entrenched orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

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 2018
SEM Instructor: David Edwards

ANTH 301 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 tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and (c) contemporary debates about sex work 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 tourism). Students will learn about the broader implications of sex work for 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 New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised 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
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 so 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 South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. 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: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Fall 2017
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 or destruction, of 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 their 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: 20
Expected Class Size: 15
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Antonia Foias

ANTH 328(F) Emotions and the Self (D) (W)
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self 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. In the fifth and sixth centuries 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 ideas—sociocultural constructions? How are we to be described: complexly constituted 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
Fall 2017
TUT Section: T1 TBA Instructor: Peter Just

ANTH 331 Witchcraft, Sorcery, and Magic
Beliefs in magic, benign and otherwise, have been nearly universal in human experience. This course examines modern beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of "magical thinking": is magical thought "a universal science" or a universal non-rational way of seeing the world? What does the prevalence of irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the magic they practice, or are they irrational, 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 2018
LEC Instructor: Peter Just

ANTH 334(S) 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
Prerequisites: none
Enrollment Preferences: based on responses to a questionnaire
Enrollment Limit: 12
Expected Class Size: 10
Distributional 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
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Peter Just

ANTH 335 In Between: The Ritual Construction of Identity and Difference
This course examines the categories of inclusion and exclusion, and safe and dangerous, pure and impure, right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with an examination of “liminality” and rites of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at how political thinkers, sociologists, and other theorists work on the ritual and the sacred. In the course of the semester, we will consider a variety of cultural contexts in which liminality is of central importance, including transvestitism 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: seminar
Requirements/Evaluation: class participation, two short 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 production and consumerism. 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 also look at the ways in which artisans have articulated 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 will end with a critical analysis of the connoisseur as a frame for considering the ways in which both artisans and connoisseurs appear to be resisting modern capitalist modes of production and consumption. We will look at the ways in which artisans' work and consumption have been recontextualized across time, and their often taken-for-granted practices and commodities have been understood by others as "artisanal" and "hand-made." Crosslistings: ANTH 346

ANTH 341 Caste, Race, Industry (D)

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 a 10-15 page 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.

ANTH 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 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. Throughout, we'll try to engage without condescension, 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.

ANTH 347 Tribe and State on the Afghanistan-Pakistan Border (D)

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 Pakistan governments to exercise control over the tribes that occupy the mountainous hinterlands. This course will look first at the history of the Afghan and Pakistani states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will then 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 relations, British and Soviet era accounts of the frontier (non-fiction and fiction), ethnographies of tribal societies, and contemporary studies.

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D) (W)

Crosslistings: ANTH 371/WGSS 371

How do medical anthropologists examine and interpret health and illness in relation to the intersectional issues of gender, race, class, and sexuality today? We consider how medical anthropologists employ ethnographic techniques such as participant observation and reflexive interviewing once characterized as "deep hanging out," in order to analyze the distribution of health and other forms of social power between and within groups & societies. Through experiential inquiries and local fieldwork projects, we will investigate how the structural violence of race, class, & gender produces systemic health inequalities. We explore the interplay of social power and difference , while attending to the ways that these social facts shape health outcomes among the most marginalized or vulnerable populations and individuals in society. We read a selection of medical ethnographies and then pursue individual fieldwork projects on or off-campus that explore the social determinants of health outcomes, health behaviors, and access to healthcare. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we experience the challenges of qualitative research in communities always already split by diverse actors and agendas.

ANTH 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads

Crosslistings: ANTH 391/INTR 391

This course takes a fine-grained look at the use of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using unformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states: colonies, and other political entities, involving combatants who are often indistinguishable from the general
population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao’s metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day.

The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the American civil war, the Korean war, the Vietnamese war, the wars in the Philippines, the communist revolutions of China, Cuba, and Vietnam. The wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and “ethnic cleansing” in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.

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: Division 2
Not Offered Academic Year 2018
SEM Instructor: Peter Just

ANTH 397(F) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2017
IND Section: 01 TBA Instructor: Antonia Foias

ANTH 398(S) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2019
IND Section: 01 TBA Instructor: Antonia Foias

ANTH 412(S) Graphic Sex: Queer Ethnographic Writing (D)
Crosslistings: WGSS 412/ANTH 412
This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly “authentic” local categories are themselves the products of historical shifts, cultural relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of “gay.” In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.
Class Format: Seminar
Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors and others with substantial background in Women’s, Gender and Sexuality Studies or Anthropology and Sociology Studies, statements of interest will be solicited
Enrollment Limit: 15
Expected Class Size: 15
Dept. Notes: WGSS junior/senior seminar
Distributional Requirements: Division 2, Exploring Diversity
Spring 2019
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Gregory Mitchell

ANTH 493(F) Senior Thesis: Anthropology
Anthropology 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 2
Fall 2017
HON Section: 01 TBA Instructor: Antonia Foias

ANTH 494(S) Senior Thesis: Anthropology
Anthropology 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 2
Spring 2018
HON Section: 01 TBA Instructor: Antonia Foias

SOC 101(F,S) Invitation to Sociology
An introduction to sociological analysis. The course focuses on the relationship of individual mental life to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, and Weber. Special consideration will be given to understanding the social and cultural problems of capitalism, irrationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the origin and development of the problem of social order and conflict.
Class Format: lecture/discussion
Requirements/Evaluation: a take-home midterm exam, a class presentation and a final
Prerequisites: none
Enrollment Preferences: first-year students and sophomores
Enrollment Limit: 35
Expected Class Size: 35
Distributional Requirements: Division 2
Fall 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Christina Simko
Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Grant Shoffstall

SOC 201(S) Science, Technology, and Human Values
Crosslistings: SCST 101/SCI 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, methodologies, 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 2018
SEM Section: 01 MW 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SOC 211(F,S) Race and the Environment
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 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 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 exam. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.
Prerequisites: none
Enrollment Limit: 20
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01 MW 09:45 AM 11:00 AM Instructor: James
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 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 depredations; identity theft; the work worlds 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: seminar
Requirements/Evaluation: full participation in the seminar, class presentations, short mid-term paper, term 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
Other Attributes: JLST Enactment/Applications in Institutions
Not Offered Academic Year 2018
SEM Instructor: Robert Jackall

Soc 216 The City
Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine how these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning making so our interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading materials they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

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
Other Attributes: AMST Space and Place Electives, GBST Urbanizing World Electives
Not Offered Academic Year 2018
SEM Instructor: Marketa Rulikova

Soc 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 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: 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 2018
LEC Instructor: Rashida Bragg

Soc 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 law, including Durkheim, Weber, and Foucauldian, and We will examine the analytical possibilities and limitations of the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers how empirical research into laws and 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
Fall 2017
LEC Section: 01
Time: TR 09:55 AM 11:10 AM
Instructor: James Nolan

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 midterm 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 2018
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 this 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 the relationship between marriage and romantic love, 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 complie 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 2018
SEM Instructor: Marketa Rulikova
SOC 230(S) 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 symbols. This course will explore the 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, such as Homer and Shakespeare, so important in our lives? How do we 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 the increasingly global society, can we speak of “cosmopolitan” or “transcultural” forms of memory? Topics will include self-identity, memory, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transnational justice, official apologies, and reparations. This course meets the EDI 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 an 8-10 page final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 24
Expected Class Size: 12
Distributional Requirements: Division 2, Exploring Diversity

Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Christina Simko

SOC 232 Symbols and Society
Human beings, as Kenneth Burke put it, are “symbol-using, symbol-making, and symbol-referring” individuals. In order to understand human beings, symbols help to substitute for “instincts.” Symbol guides 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 influence the 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, ideas, monuments, and memorials promote solidarity and common identity across space and time? When and why do nations struggle over symbols, and what influence do these symbolic struggles have on collective life? What role do symbols play in war, conflict, and violence? Topics will include the Vietnam Veterans Memorial, the 1995 Enola Gay exhibit at the Smithsonian, the Holocaust Museum in D.C., the “Ground Zero cross,” and the recent 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: 24
Expected Class Size: 15
Distributional Requirements: Division 2
Not Offered Academic Year 2018
SEM Instructor: Christina Simko

SOC 236(S) Making Things Visible: Adventures in Documentary Work
Crosslistings: SOC 236/AMST 236/ARTH 237/ENGL 237
Photography, like an art or a craft, is a language, and looking carefully, this course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at the historically dominant approach to photojournalism, the art of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend word and image, from Let Us Now Praise Famous Men by Walker Evans and James Agee to the more recent Righteous Dopefiend by Philippe Bourgois and Jeff Schonberg. We will ask questions about the changing practices and expectations associated with the documentary’s role, and the evolving platforms on which such work can be presented, both off- and on-line. Lastly, we will pose the question of who controls that documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether “objective representation” is even possible or desirable. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: seminar
Requirements/Evaluation: full participation in discussions, reading responses, projects, 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: Anthropology and Sociology majors
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work.
Distribution Notes: meets Division 2 requirement if registration is under AMST or SOC, meets Division 1 requirement if registration is under ARTH or ENGL
Distributional Requirements: Division 2
Other Attributes: FMST – Related Courses

Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructors: Olga Shvechenko, Barry Goldstein

SOC 240(F) 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 visual arts. In our increasingly multicultural world, what does it mean to be masculine? How can the 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 performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to the 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 12 page final paper
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 or 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

Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Gregory Mitchell

SOC 241 Meritocracy
Crosslistings: 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. How 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 sign pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy — 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-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
Extra Info: not available for the fifth course option
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

Not Offered Academic Year 2018
SEM Instructor: Darel Paul

SOC 244(S) What They Saw in America
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
outside's view of America—once that sheds light on persisting qualities of American national character and gives insights 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 of the central goals of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

**Class Format:** seminar; * Please note atypical class hour Monday, 4:45-8:30 pm.

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages.

**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; final selection for the course will be made on the basis of an interview with the instructor

**Enrollment Limit:** 19

**Expected Class Size:** 9

**Dept. Notes:** * Please note atypical class hour Monday, 4:45-8:30 pm.

**Distributional Requirements:** Division 2

**Other Attributes:** HIST Group F Electives - U.S. - Canada Spring 2018

**SEM Section:** 01 M 04:45 PM 08:30 PM Instructor: James Nolan

**SOC 248T(S) Altering States: Post-Soviet Paradoxes of Identity and Difference (D) (W)**

**Crosslistings:** SOC 248/GBST 247/RUSS 248

**Critics and apologists of Soviet-style socialism may not 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, and 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 perennial 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 an outsider’s view of America—once that sheds light on persisting qualities of American national character and gives insights into the nature and substance of international attitudes toward the United States over time. The course will also be on the systemic transition from state socialism to market democracy. The course is less to analyze and debate the historical and contemporary relations of inequality, values, attitudes, inter- 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

**Spring 2018**

**TUT Section:** T1 TBA Instructor: Olga Shevchenko

**SOC 252(F) Moral Life in the Modern World**

**Crosslistings:** SOC 252/REL 286

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 contexts. The aim of the course is to less to analyze and debate the theoretical moralities 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 central 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 conceptions, 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 moral panics; business ethics; racism and racial identity; 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:** none

**Enrollment Preferences:** Sociology and Anthropology students

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

**Fall 2017**

**LEC Section:** 01 MWF 08:30 AM 09:45 AM Instructor: Grant Shoffstall

**SOC 263 Cold War Technocultures**

**Crosslistings:** SOC 263/AMST 263/HIST 363/HSCL 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 were we to make sense of the Cold War and what roles, if any, will it play in the future? This course 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 developments in American culture and technology, from MIT’s legendary Whirlwind computer, the SAGE continental air defense system, nuclear war gaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II builds on the symbolic potency of the space race, which we will use as a conduit through which to explore the folowing: 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 technocultural developments, among them anti-psychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberlalism(s)

**Class Format:** seminar

**Requirements/Evaluation:** weekly discussion précis, 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:** 15

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**SEM Instructor:** Grant Shoffstall

**SOC 268 Class and Inequality**

This course is designed to explore, both theoretically and empirically, the theme of social structure and inequality in contemporary modern societies. One’s position in social space largely determines one’s consciousness, identity, values, attitudes, interest, and behavior. While inequality is ubiquitous, there are cross-cultural variations in the definition of status and consequent distribution of social conditions and opportunities among individuals. In modern societies, social space and individual status are closely interconnected with the economic system and, consequently, with the occupational structures and relations evolving from it. Currently, globalization and technological developments, among them anti-psychiatry and environmentalism, are closely tied to the American counterculture and the countercultural roots of neoliberalism(s).

**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 2018**

**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 societies and relations as the “secularization thesis” was becoming 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 dismal 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 capitalistic 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 atheistic Europe and East Asia on the other. These trends are investigated how secular processes like industrialization and 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
- Writing Intensive
- Other Attributes: FSCI Comparative Politics Courses, PSCI Political Theory Courses

Not Offered Academic Year 2018
SEM Instructor: James Manigault-Bryant

SOC 306 Lessons of The Game: The Wire and American Culture
Crosslistings: AFR 300/AMST 300/SOC 306
This 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," 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 attention to crime, drug addiction, violence, and urban decay, this course is 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; not available for the fifth course option
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

Not Offered Academic Year 2018
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 world views 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 with former intelligence officers and 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 2017
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Robert Jackall

SOC 315(F) Culture, Consumption and Modernity (W)

Not Offered Academic Year 2018

SEM Instructor: [Instructor's Name]
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 consumption and contemporary United States, tracing both the mechanisms that analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of power and capital) will be the thread throughout. We will think about: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences 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: 11

Expected Class Size: 15

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: Ethnology, Arts + Social Science Electives, GBST Urbanizing World Electives

Notes:

Fall 2017

SEM Section: 01

MR 02:35 PM—03:50 PM

Instructor: Olga Shevchenko

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 proper operations of the private sphere. This tutorial will address the public and the private as concepts that are always in a state of tension, and will explore these tensions 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 priests, public and private uses of space, the shifting lines of differentiation between the private and the public and the contestations of this distinction, as well as the impact of new technologies on the relationship between the public and the private. The tutorial will mainly address the Western cultural tradition, although it will involve intercultural comparisons, drawing on a wide range of literature, from Jürgen Habermas to Svetlana Boym, Nancy Fraser and Richard Sennett.

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; not available for the fifth course option

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 2018

TUT Instructor: Olga Shevchenko

SOC 319 Ethnographic Approaches to African Studies

Crosslistings: AFR 319/SOC 319/AMST 319

Ethnography is the theoretical 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 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 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

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

Not Offered Academic Year 2018

SEM Instructor: Rhon Mangault-Bryant

SOC 324 Memory and Identity (D)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from self-evident; it is itself determined through the filtering of the time and events that an individual experiences 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 Africains’ sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, 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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity

Not Offered Academic Year 2018

SEM Instructor: Olga Shevchenko

SOC 326(S) Being Mortal

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emmanuel Levinas, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been “sequestered” in modern societies? How do collective memories and solidarities relate to the social world of the living? Why do rituals and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine—which is oriented toward cure but must ultimately confront the inescapable realities of aging and death—deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Class Format: seminar

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Preferences: if overenrolled, Sociology and Anthropology majors will receive preference

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Spring 2018

SEM Section: 01

M 07:00 PM—09:40 PM

Instructor: Christina Simko

SOC 328 American Social Dramas (W)

Crosslistings: SOC 328/AMST 328/COMP 325/THES 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 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 arts play in shaping the trajectory of contemporary political 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
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 technocracy: 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 the everyday life in the context of science and medicine 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 precincts, class presentations, a midterm essay, and final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Net (i.e. gen/area/cluster): 3
SEM Instructor: Christina Simko

SOC 332 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 the 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-western 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 perpetuate 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 studies, noting how they have contributed to 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 anti-aging medicine and “popular” rationalities 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
Other Attributes: PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2018
SEM Instructor: Grant Shoffstall

SOC 334 Social Studies of (Pseudo) Science
What makes science science? Where does science 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 survey the history of these philosophical labors, underscoring the inherent limits of 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 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.”

Sociology and Anthropology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Christina Simko

SOC 338(F) Transhumanism: Religion, Technoscience, Obsolescence
Crosslistings: SOC 338/SCST 338/HSCI 338/REL 338
This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called “transhumanist movement” and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even “postbiological” existence, the so-called “posthuman condition,” “Humanity 2.0.” Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant cultural artifacts, we will learn to think critically about the boundaries between science and pseudoscience and to consider how we might imagine a transhumanist movement’s potential for creating new political and ethical possibilities. The course will position the movement as an empirical conduit through which we can explore the sociohistorical conditions under which transhumanist ideas have emerged and circulated, and take their theoretical, social, and political implications seriously. To this end, we will consider transhumanism’s ties to some of the most objectionable aspects of modern technology and late capitalism: eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called “GNR” technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism’s racialized subtexts of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryogenic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling forces that shape our social and political expectations and association that theorists of secularization expected to produce a truly secular 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
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 2018

SOC 350 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 many of us feel adrift, as though they have lost any sense of 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 modern ennui as thoroughly as Max Weber, the 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 showed 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 tracing those various lines of flight from the iron cage of
modern.

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

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

Other Attributes: AMST Critical and Cultural Theory Electives, REL Body of Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Jason Storm

SOC 362(F) 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 society. Indeed, sociologists have argued that social life is itself “storyed”-that we locate ourselves within familiar narrativ 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 that we will select collectively. 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: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP 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

Fall 2017

TUT Section: T1 TBA Instructor: Christina Simko

SOC 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 advancement 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 possibility that 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 Luddite 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 Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: ENVI Humanities, Arts + Social Science Electives, FMST Related Courses, HSCI Interdepartmental Electives, SCST Elective Courses

Fall 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Nolan

SOC 371 Medicine, Technology, and Modern Power

Crosslistings: SOC 371/HSCI 371/SCST 371

Medicatization: those 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 medicatization thesis; medicatization as a technical process; modern medicine as a form of social control; critiques of the medicatization thesis. Part II: From medicatization 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 major implications for optimatization 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 knowing, and imagining human bodies, such that biology is increasingly less representative of “destiny” than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technosciene 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 exam

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: 25

Distributional Requirements: Division 2

Other Attributes: PHIL 1 Bioethics + Interpretations of Health Not Offered Academic Year 2018

LEC Instructor: Grant Shoffstall

SOC 385(F) Breaking Apart

This course examines the splintering of American and indeed Western social structure and culture. Attention will be paid to the: transformation of family, marked by the abandonment of traditional definitions of sex, gender, and marriage; the consequences of the de-industrialization and globalization of Western economy; increasing bureaucratization of every sphere of life, especially the growth of the leviathan state; institutionalization of adversary political cultures, on both left and right; proliferation of claims on public and private bureaucracies, fueled by competing propaganda spun by technicians in moral outrage; transformation of mass media and of audiences into specialized cliques; alliance of insulated political, economic, and cultural elites against the interests of middle/working classes on myriad issues, particularly crime, immigration, and the implications of the ecological crisis; metaphors of public manners, etiquette, and rules for discernment of aesthetic, artistic, and intellectual worth; clashes between the manifold cultural frameworks that give meaning to personal experiences; the stark racialization of public opinion and discussion; and the multiplicity of moral codes and conceptions of public order that often conflict with presumably common laws.

Class Format: seminar once a week

Requirements/Evaluation: regular class presentations, major term paper

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

Prerequisites: an application essay required for admittance

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: JLST Interdepartmental Electives

Fall 2017

SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Robert Jackall

SOC 386(S) Living with the Bomb: American Culture in the Nuclear Age Crosslistings: SOC 386/HIST 387

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 delivery 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 civil defense and 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

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

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements: Division 2

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

Spring 2016

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: James Nolan

81
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 publications 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 2018
SEM Instructor: Robert Jackall

SOC 397(F) Independent Study: Sociology
Sociology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2017
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 2018
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 2017
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 2018
HON Section: 01 TBA Instructor: Antonia Foias

ARABIC STUDIES
(DIV I, with some exceptions as noted in course descriptions)
Coordinator: Professor GAIL NEWMAN
Assistant Professors: A. EQUEI, L. NASSIF. Visiting Assistant Professor: K. BECK. Affiliated Faculty: Professors: M. BERNHARDSSON***, D. EDWARDS**, G. NEWMAN***, K. PIEPRZAK, L. ROUHI**. Assistant Professors: M. APOTSOS*, S. YACOOB. Senior Lecturer: H. EDWARDS.
Teaching Associate: TBA.

Middle Eastern Studies is a vibrant and growing discipline in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for the interdisciplinary and multi-disciplinary study of the Arab, Islamic, and Middle Eastern areas.

THE MAJOR IN ARABIC STUDIES
Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:
ARAB 101-102 Elementary Arabic
ARAB 201 Intermediate Arabic I
ARAB 202 Intermediate Arabic II
ARAB 301 Advanced Arabic I
ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, adding up to a total of at least nine courses.

Up to four courses from approved study abroad programs may be counted toward the major.

THE CERTIFICATE IN ARABIC
The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand their knowledge in a related field.

Required Courses
ARAB 101
ARAB 102
ARAB 201
ARAB 202
ARAB 301
ARAB 302
At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven 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 week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page 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 abroad period to their theses (ARAB 493-W31-ARAB 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 (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 the 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
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 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, active class participation, a skit, a culture portfolio, and engagement in a variety of co-curricular activities
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 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 Arabic Studies
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 1

Fall 2017
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, active class participation, a presentation, a writing portfolio, and engagement in a variety of co-curricular activities
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 may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 101
Enrollment Preferences: students considering a major in Arabic Studies
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2018
LEC Section: 01 M-F 10:00 AM 10:50 AM Instructor: Lama Nassif

ARAB 109 Revolutionary Iran (D) (W)
Crosslistings: HIST 109/ARAB 109
Iran is a rising superpower in the Middle East. During the 20th century, however, it regularly experienced revolutions and moments of significant political unrest. This course will consider the political and cultural history of revolutions in Iran starting with the Constitutional Revolution at the outset of the 20th Century and ending with the Iranian Revolution in 1979 that resulted in the Islamic Republic of Iran.
Class Format: seminar
Requirements/Evaluation: short papers and a longer final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
meets Division 2 requirement if registration is under ARAB
Prerequisites: none
Enrollment Preferences: first-years and those with a demonstrated interest in the Middle East and Iran
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group E Electives - Middle East
Not Offered Academic Year 2018
SEM Instructor:

ARAB 111(F) 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 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 Khulthum, Sayyid Qutb, Anwar Sadat, Naghuiabh Mahfouz, and Huda Shaarawi.
Class Format: seminar

ARAB 201(F) Intermediate Arabic I
In this course we will continue to study the Modern Standard Arabic and one variety of spoken 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 section
Requirements/Evaluation: evaluation will be based on quizzes, tests, homework, and active class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 101-102 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributional Requirements: Division 1

Fall 2017
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Kirsten Beck
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 2018

TUT Instructor: Magnus Bernhardsson

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

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: ARTH post-1600 Courses, FMST Related Courses Not Offered Academic Year 2018

LEC Instructor: Holly Edwards

ARAB 224 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 moving beyond their first language(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 the dynamics of native and non-native teachers in the classroom affect second language learning? How does the specific sociocultural 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 presentation and 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

Not Offered Academic Year 2018

LEC Instructor: Lama Nassif

ARAB 227(F) Language and Society: What Does Your Speech Say About You?
Crosslistings: ARAB 227/ANTH 227

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the interrelationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to social contexts? How and why do languages switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Class Format: lecture

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, 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, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Enrollment Limit: none

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under ANTH

Distributional Requirements: Division 1

Fall 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Lama Nassif

ARAB 228(S) Beyond Borders: Introduction to Classical Arabic Literature
Crosslistings: ARAB 228/REL 228

What is often referred to as the "classical" period of Arabic literary culture spanned several centuries and a half centuries (from approximately 600 to 1150 CE) and reaches across vast geographical regions. In this course, students will engage with various texts from this tradition and consider how they challenge, construct and reconstruct temporal, spatial, and epistemic boundaries. Students will become acquainted with classical Arabic literary writing and receiving ground in the history and development of classical Arabic literary culture and the sources for its study.

Class Format: seminar

Requirements/Evaluation: weekly reading responses; two papers; participation in class discussions; quiz

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

Prerequisites: none

Enrollment Preferences: Arabic Studies majors

Enrollment Limit: 18

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under REL

Distributional Requirements: Division 1

Spring 2018

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Kirsten Beck
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 clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biography 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 remembered. We will consider the ways in which 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 layers 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 a social 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
Not Offered Academic Year 2018
SEM Instructor: Saadia Yacoob

ARAB 236(S) Reading the Qur'an (D) (W)
Crosslistings: REL 236/ARAB 236/GBST 236/COMP 236
In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Class Format: seminar
Requirements/Evaluation: class participation, weekly reading responses, 3- to 5-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Religion and Arabic Studies majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Saadia Yacoob

ARAB 238(F) Science and Civilization in Islam (D)
Crosslistings: ARAB 238/REL 232/SCST 238/HSCI 238
History of scientific traditions and ideas in Islamic civilization, from the origins of Islam to the contemporary period. Students will explore the ancient sources of science that were appropriated by Islamic thinkers, the development and significance of scientific ideas within Islam, and the interaction of science and religion. The transmission and influence of Islamic science on other cultural traditions and its importance for modern science will also be discussed. We will also examine the larger question of rationality within Islamic societies and religion, and how these questions have influenced modern political debates.

Class Format: lecture
Requirements/Evaluation: midterm, final, several short assignments, and a longer final paper
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
Enrollment Limit: 25
Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under REL, HSCI or SCST

Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jamil Ragep

ARAB 242 Women, Gender, and Sexuality in Islam
Crosslistings: REL 242/ARAB 242/WSGS 242
This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these roles through different layers of Islamic law and culture. We will explore representations of 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; how they have reformed and reimagined 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 around 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: seminar
Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages)
Prerequisites: none
Enrollment Preferences: Religion, Women's, Gender Studies and Arabic majors
Enrollment Limit: 19
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Not Offered Academic Year 2018
SEM Instructor: Saadia Yacoob

ARAB 243 Islamic Law: Past and Present
Crosslistings: REL 243/ARAB 243/HIST 302/WSGS 243
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 Qur'an, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Sharia 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
Not Offered Academic Year 2018
SEM Instructor: Saadia Yacoob

ARAB 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 cultural transformations. The voice of the youth and “the street,” in particular, emerged as a massive source of动力. 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 democratization 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, what other social, political, and economic forces shape the definition of the “popular”? What are modes of self-fashioning and
representation of Arab identity that characterizes 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 will include: Najat Al-Ali's A Child in Palestine and Majdi Shafî'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 major in Arab Studies
Enrollment Limit: 40
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1
Other Attributes: GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
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 firstvoice narrative plays in shaping literature, history and thought, while providing a political agency. Focusing on the different articulations of selfrepresentation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, race, identity, 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 Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passages: From Cairo to America—a Woman’s Journey), Fadia Fagir 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 Middle Eastern Studies Electives

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: GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Amal Eqeiq

ARAB 253 Narratives of Placement and “Displacement” from the Global South (W)
Crosslistings: COMP 253/ARAB 253

This seminar deals with the theme of placement and “displacement” 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 borderlands, we will address the following questions: What distinguishes exile from Diaspora? What constitutes “displacement”? 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 ways of 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: Benjamin’s Goat Days, Aimé Césaire’s Return to My Native Land, Ghassan Kanafani’s Men in the Sun, Mamduh Darwish’s Journal of an Ordinary Grief, and Laila Lalami’s Hope & Other Dangerous Pursuits.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response assignments (1-2 pages each), 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
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2018
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 origin 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; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives, GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Amal Eqeiq

ARAB 257(F) Iran, Islam, and the Last Great Revolution (W)
Crosslistings: PSCI 257/ARAB 257

The title and inspiration for this course comes from Robin Wright’s book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, “launched in the West” but “adopted by or adapted to all other parts of the world.” The overthrow of 2500 years of monarchy “paved the way for using Islam to push for empowerment.” It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post-revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with “paradoxes” and “puzzles,” one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization “clashing” with the east, and if they are exclusive to the United States or Europe. Do there also exist an “orientalism in reverse,” a negative gaze of Iranians towards the west and towards their fellow, “backwards” citizens?

Class Format: seminar
Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research report, 15 pages (30%); participation, including blogs, presentation, and quizzes (40%)
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: 15
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 2, Writing Intensive
Fall 2019 Enroll Limit:
SEM Section: 01 W 01:10 PM 03:50 PM Instr: Shervin Malekzadeh

ARAB 259 Birad al-Sudan and Beyond: Arts of the Afro-Islamic World (D)
Crosslistings: ARTH 259/AFR 259/ARAB 259

86
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 texts 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 cultural contexts of the time. 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 Africana Studies
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH or 2 requirement if registration is under AFR
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: GBST African Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Michelle Apatosos

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 consequences of European colonialism and/or neocolonialism. 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 readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifeh (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).

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
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Amal Eeqiq

ARAB 267 International Relations of the Middle East
Crosslistings: PSCI 267/ARAB 267/LEAD 267
This course provides an overview of the international relations of the Middle East, with a special focus on the period from the late nineteenth century to the present. Students will learn about the region's geopolitical significance from both a historical and political science perspective. The first part of the course focuses primarily on the Middle East’s impact on the international system throughout the late nineteenth and twentieth centuries, while the second part of the course examines contemporary issues. In substantive terms, the class covers the rise of the Zionist movement; the effects of the First World War on the Middle East; the international politics of the Arab-Israeli conflict; the geopolitics of the area’s energy resources; the Cold War in the Middle East; the causes and consequences of the Iranian Revolution; the rise of Islamic fundamentalism; the Arab-Israeli conflict; the Arab Spring; and the role of the United States in the Middle East. By the end of the term, students should have an enhanced understanding of the major dilemmas related to the region's place in the international system.

Class Format: lecture
Requirements/Evaluation: class participation, two 5- to 6-page papers, midterm, final
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: 30
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses
Not Offered Academic Year 2018

ARAB 278 The Golden Road to Samarqand (D)
Crosslistings: ARTH 278/ARAB 278
This 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 Jahan, 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 Timuride and Central Asian and Mughul 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: GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Holly Edwards

ARAB 280 Islam and Anthropology
Crosslistings: ARTH 280/ASST 280/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 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: seniors and juniors, 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 2018
LEC Instructor: Joel Lee

ARAB 292 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, dictatorships, 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 Arab, Latin American and Caribbean literature, 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 Iran and Syria? How do 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 Arabic 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 Bolaño (Chile), and Luisa Valenzuela (Argentina).

Class Format: seminar
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 section, time to be arranged
Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: two semesters of Intermediate Arabic or permission of instructor
Enrollment Limit: none
Expected Class Size: 8
Distributional Requirements: Division 1

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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 301 or permission of instructor
Enrollment Limit: none
Distributional Requirements: Division 1

ARAB 303 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 Islamic revolutions in the fourteenth 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 Islamic'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 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 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
Not Offered Academic Year 2018
SEM 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 the national societies? How did traditional and gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled 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
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group E Electives - Middle East
Not Offered Academic Year 2018
LEC Instructor: Magnus Bernhardsson

ARAB 310 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 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
Enrollment Preferences: 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
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East
Not Offered Academic Year 2018
LEC Instructor: Magnus Bernhardsson

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 superstar 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
Distributional Requirements: Division 2
Other Attributes: 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 2018
SEM Instructor: Magnus Bernhardsson

ARAB 322 Islam in Spain (D)
Crosslistings: RSLP 322/ARAB 322
88
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. Conducted in Spanish

**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

**Enrollment Preferences:** Spanish majors, Arabic Studies majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1, Exploring Diversity

Not Offered Academic Year 2018

**SEM Instructor:** Leyla Rouhi

### ARAB 330 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, Sexuality, and Women’s 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-Orientalizing perspectives 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 and Conor Kelly, *Contemporary Arab Thought: Cultural Critique in Comparative Perspective* (2010) & Tarik Sabry, *Arab Cultural Studies: Mapping the Field* (2012).

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, three short papers (3-5 pages), 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 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

Not Offered Academic Year 2018

**SEM Instructor:** Amal Eqeiq

### ARAB 332(F) Islam and 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 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 feminism and its influence on other kinds of feminist thought. We will discuss: 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 Fall 2017

**SEM Section:** 01 **MW 11:00 AM 12:15 PM** Instructor: Saadia Yacoob

### ARAB 368(F) Arab Women Writers: Remapping Urban Narratives (D) (W)

**Crosslistings:** ARAB 368/COMP 368/WGSS 368

*In the Lover of Blue Writing above the Sea,* (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: “If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother’s Damascus stories...” As these lines imply, the fantastic grandmother’s Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will consider the “grandmother’s Damascus stories” as a conceptual metaphor that guides our line inquiry into the intersection of Arab women’s narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Lila Badr, Raja’a Alem, Alia Mamdouh, and Ahlami Mosteghanemi, among others, but also to introduce the student to the literarily rich cartographic cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women’s blogs and watch films that focus the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spaces.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, 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:** Arabic Studies majors and Comparative Literature majors

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ARAB Arabic Studies Electives, GBST Middle Eastern Studies Electives Fall 2017

**SEM Section:** 01 **MR 01:10 PM 02:25 PM** Instructor: Amal Eqeiq

### ARAB 369(S) Indigenous Narratives: From the Fourth World to the Global South (D) (W)

**Crosslistings:** COMP 369/ARAB 369/GBST 369/HIST 306

In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 19, 1992. In this course, we will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about colonization, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laotian American poet Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tahshehyer Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology only to name a few? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several short response assignments (2 - 3 pages each), final performance project, and final paper (5 - 7 pages)

**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

**Enrollment Limit:** 19

**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 GBST or MR

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ARAB Arabic Studies Electives, GBST Borders, Exiles + Diaspora Studies Electives

Spring 2018

**SEM Section:** 01 **MR 01:10 PM 02:25 PM** Instructor: Amal Eqeiq
ARAB 401 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
Distribution Requirements: Division 1
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018
LEC Instructor: Lama Nassif

ARAB 402(F) Topics in Advanced Arabic II: Cultural Representations of Modern Identities in the Middle East

How are Islamism and the groups that engage this framework represented in the Arab World? This course will examine the satirical and critical cultural representations of Islamism 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 consider these texts 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
Distribution Requirements: Division 1
Fall 2017
SEM Section: 01
TR 08:30 AM 09:45 AM
Instructor: Kirsten Beck

ARAB 409 Crescent, Cross, and Star: 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 Arab Middle East. The course will also employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture
Requirements/Evaluation: class participation and a 25-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Distribution Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: GBST Middle Eastern Studies Electives, JWST Elective Courses
Not Offered Academic Year 2018
SEM Instructor: Magnus Bernhardsson

ARAB 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 Shahnāme (Book of Kings); we will compare its themes and world view with those of the Iranian 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 and modern self-identities in 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
Distribution 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 2018
SEM Instructor: Magnus Bernhardsson

ARAB 411(F) Happy Holidays! A Comparative History of Comemmorations and Festivals (D) (W)

Crosslistings: HIST 411/ARAB 411/REL 321

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East, among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Class Format: seminar
Requirements/Evaluation: several short response papers and a 20- to 25-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: seniors, especially History and Arabic Studies majors
Enrollment Limit: 12
Expected Class Size: 12
Distribution Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group E Electives - Middle East, HIST Group P Electives - Premodern, JWST Elective Courses
Fall 2017
SEM Section: 01
M 07:00 PM 09:40 PM
Instructor: Magnus Bernhardsson

ARAB 415(S) Beyond Headlines: Surveying the Arab Landscape through Arabic Media

How do Arabic media represent the Arab landscape? This course will explore Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss Arabic media as a vehicle through which issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Class Format: lecture
Requirements/Evaluation: active participation in class, assignments, blogs, group presentation, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Preferences: Arabic majors
Enrollment Limit: 12
Expected Class Size: 8
Distributional Requirements: Division 1
Other Attributes: FSMT - Core Courses
Spring 2018
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: Lama Nassif

ARAB 480T 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
Intensively
Other Attributes: GBST Middle Eastern Studies Electives, HIST Group E
Electives - Middle East, JWST Core Electives
Not Offered Academic Year 2018
TUT Instructor: Magnus Bernhardsson

ARAB 493(F) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1
Fall 2017
HON Section: 01  TBA  Instructor: Gail Newman

ARAB 494(S) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1
Spring 2018
HON Section: 01  TBA  Instructor: Gail Newman

ART (DIV I)
Chair: Professor PETER LOW

Professors: L. ALL, C. CHAVOYA, Z. FILIPCZAK, M. GLIER, M.
GOTLIEB*, G. HEDREZ*, J. JANG, M. LEWIS, P. LOW, E. MCGOWAN*,
C. OCKMAN, A. PODMORE**, S. SOLUM, B. TAKENAGA, Assistant
Professors: M. APOTSO*, M. BINNIE, Clark Visiting Professors: N. DUBIN,
M. ROBERTS, Senior Lecturer: H. EDWARDS. Lecturers: B. BENEDICT, C.
HOWE. Lecturers in the Graduate Program in the History of Art: V. BROOKS,
E. BUTTERFIELD-ROSEN, J. CLARKE, M. CONFORTI, C. HEUER, P.
PARK. Visiting Lecturer: E. PEREZ*. Visiting Assistant Professors: A.
CLARKE, I. HARRIS-BABOU, B. HATTON, N. MALOOF. C3 Postdoctoral
Fellow in the History of Art: K. POLZAK.

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: TBA
Art Studio Faculty Advisor: TBA
History and Practice Faculty Advisor: Ben Benedic

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 built 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
archaeology. 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:

- Any three of the following four courses: ARTH 101, ARTH 102, ARTH
  103, and ARTH 104
- Any ARTS (studio) course
- Any two courses in Art History concerned with the following:
  One course in art history concerned with a period prior to 1600
  One course in art history concerned with post 1600
- ARTH 301 Methods of Art History

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 a historical depth
and cultural breadth. The numbered sequence of courses is intended to
develop knowledge and skills appropriate to students’ level of experience,
ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are
introduction to the methods 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 develop
students’ perceptions and imaginations as they investigate a variety of visual
media and to foster the development of a critical understanding of making art
to support creative interests.

Major Requirements
The Studio Art major requires a minimum of nine courses:

ARTS 100 Drawing I
One art history course (preferably taken by the end of the junior year)
A combination of at least three 100 and 200-level courses in three different
media (ARTS 100 and tutorials do not satisfy this requirement)

ARTS 319 Junior Seminar
One 300-level ARTS course
One elected ARTS course
ARTS 418T Senior Tutorial

The numbered sequence of courses in the Studio Art major is intended to
develop knowledge and skills appropriate to students’ levels of experience,
ultimately supporting original, independent work at the 400-level. ARTS 100 is
an introduction to the principles of drawing and design, which are the
foundation of visual expression. An art history course not only increases
visual knowledge of other periods and cultures, but also provides exposure to
the methods of visual analysis. 100 and 200-level ARTS courses introduce the
relation between form and content and serve as introductions to a variety of
media including architecture, painting, performance, photography,
printmaking, sculpture, and video. 300-level courses place greater emphasis
on the application of visual skills to thematic concerns, and to the
development of the student’s individual vision. The capstone to the major,
ARTS 418, provides a comprehensive, professional exhibition experience.

Students not only define, research, and create an original body of work, but
are also engaged in all aspects of producing an exhibition at the Williams
College Museum of Art.
The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:

First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

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 a field of study that falls between the two. In these cases, it is better for the student 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 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 is automatic. The student must first submit a written application for the major. The 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
The History and Practice major requires a minimum of nine courses:

Any three of the following four courses: ARTH 101, 102, 103, and 104
ARTS 100 Drawing I
One 200-level ARTS course
ARTH 301 Methods
or ARTS 319 Junior Seminar
One ARTH seminar (400-level),
or one 500-level graduate course (except 508)
One 300-level ARTS course,
or (with permission) ARTS 418T Senior Tutorial
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 superior performance 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, a travel research project, 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 Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500 words or more.

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 reading 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 with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor, 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 time of the application (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.

Students who have a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue – in relation to their thesis project – summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/ or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or

History and Practice
Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue – in relation to their thesis project – summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or a faculty-sponsored independent study in the following Fall semester. The program will aid in studying in the summer and/or

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 31) during Winter Study of their senior year. Studio faculty will provide feedback 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, honors candidates will orally defend their work in the senior exhibition at WCMC. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

History and Practice
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 is required to choose between the two. 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 project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, 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 students who have been granted permission of the instructor), if they are in a major of making art, or in an Honors Independent Study, if it is 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 Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on traveling abroad must: consult with their departmental advisor, leave a copy of their Study Away Petition on file in 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 or unless there is only one section of ARTH 301 offered that year. Students who have identified a thesis topic and secured an advisor must consult with the Art Department faculty. 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 not take more than three requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may
not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review and will receive credit only if the work completed abroad is deemed worthy 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 set its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. 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 Williamstown: 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.

**ART HISTORY CLASSES**

**ARTH 101(F) Art Through Time**
A single-semester, team-taught introduction to European and North American art and architecture from the beginning to approximately 1600. 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 set its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. 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 Williamstown: 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.

**ARTH 102(S) Art Through Time**
A semester-long, team-taught introduction to European and North American art and architecture from approximately 1600 to today. 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. 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 Williamstown: 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.

**ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha**
This course introduces students to some of the most enduring masterpieces of Asian art with an emphasis on the art of India, China, and Japan. Its 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 industry and kabuki theater and the art in Edo Japan, and the meeting of the Eastern and Western art. This course is one of the four foundational courses; art history majors may choose any three of the four courses ARTH 101, ARTH 102, ARTH 103, and ARTH 104 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 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

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Distributional Requirements:** Division 1, Exploring Diversity

**Not Offered:** Academic Year 2018

**LECTORS:** Ju-Yu Jiang

**ARTH 104 Materials, Meanings, and Messages in the Arts of Africa (D)**
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 crucial 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

**Not Offered:** Academic Year 2018

**LECTORS:** Michelle Apostos

**ARTH 203 Chicana/o Film and Video (D)**
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 crucial 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

**Not Offered:** Academic Year 2018

**LECTORS:** Michelle Apostos
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, mid-term 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 WCSS; 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-1800 Courses, FMST Core Courses, GBST Bordens, Ethnicity, Diaspora Studies Electives, LATS Core Electives

**Not Offered Academic Year 2018**

LEC Instructor: C. Ondine Chavoya

**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 prehistory in 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 transformation 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, herioglyphic project, reading of art historical and archaeological evidence

**Prerequisites:** none, but an introductory ARTH or ANTH course recommended

**Enrollment Preferences:** Anthropology/Sociology and Art History majors

**Enrollment Limit:** none

**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 2018**

LEC Instructor: Antonia Foias

**ARTH 220 Sacred Spaces of Islam (D)**

A clean place oriented towards Mecca is enough for daily prayer, but the communal practices of Islam are myriad and they often transpire in more formal architectural settings. These structures range from traditional columned halls of brick and timber to modernist ensembles of reinforced concrete and plate glass; monuments may be open to the elements, flat-roofed or domed; surfaces may be enhanced with carved marble, inlaid wood, glazed tile and other beautifying elements. This course will explore the diversity and the commonalities of sacred spaces ranging from New Delhi to New York.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm, final, term project

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** none

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Exploring Diversity

**Other Attributes:** ARTH pre-1400 Courses, ARTH pre-1800 Courses

**Fall 2017**

LEC Section: 01 TF 01:10 PM 03:50 Instructor: Holly Edwards

**ARTH 221(F) History of Photography**

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:** two short papers, mid-term, and final exam

**Additional Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Preference:** none

**Enrollment Limit:** 25

**Expected Enrollment:** 25

**Distributional Attributes:** Division I

**Other Attributes:** ARTH post-1600 Courses, FMST Related Courses

**Fall 2017**

LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: 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 interpreted. Documentary work is one of the most compelling 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 previously veiled 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

**Distribution Notes:** meets Division 1 requirement if registration is under ARAB

**Distributional Requirements:** Division 1, Exploring Diversity

**Other Attributes:** ARTH post-1600 Courses, FMST Related Courses

**Not Offered Academic Year 2018**

LEC Instructor: Holly Edwards

**ARTH 223(S) 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 potentially transformative medium for representing marginalized 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 layering and image to create more sensitive access into ethnic traumatic, challenges and interventions in critical voices in 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 alternative 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, 1-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:** no

**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

**Spring 2018**

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Rashida Braggs

**ARTH 230(F) From Alexander to Cleopatra: Remodeling the Mediterranean World**

**Crosslistings:** CLAS 230/ARTH 230

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacles. In this course, we will consider the history and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

**Class Format:** lecture

**Requirements/Evaluation:** class participation, quizzes, midterm, final exam, and one medium-length paper

**Prerequisites:** none

**Enrollment Preferences:** students with an interest in the ancient
ARTH 232(S) Renaissance Rome: Renovating the Eternal City
George Eliot called Rome “the city of visible history,” a place with the power to bring us to past of a whole hemisphere right before our eyes. The magnetic visual power of Rome did not just occur naturally; however, it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy’s return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante, we will ground in a uniquely Roman sense of time and historical destiny. We will conclude with a seminar at Baroque works by Caravaggio, Bernini and Borromini, examining their particular innovations and effects as a continuation of the Renaissance renovation of the eternal city.

Class Format: lecture/discussion
Requirements/Evaluation: ungraded mapping assignments and short written assignments, 7-10 page research paper, midterm and final examinations
Prerequisites: none; open to Art majors as well as non-majors
Enrollment Limit: 30
Distribution Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses
Spring 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Stefanie Solum

ARTH 236 Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern 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 mythology and evolving conceptions of the environment, and the ambiguity of the demigod as an agent 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 humans and animals is replaced by continuous phenomena, from the theology of mortal functions of visual representations of gods, and the continued interest in the corporeality in poetry; the theology of mortal phenomena, as expressed by the archer god depicted him as a boy teasing a lizard. In the Iliad, when the god Apollo is visualized, it is as a man, angry in 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 function of visual representations and the perennial question of whether “objective representation” is even possible or desirable. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: lecture/discussion
Requirements/Evaluation: full participation in discussions, reading response papers, a research journal, field materials, and an independent final project
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: 12
Expected Class Size: 12
Dept. Notes: In addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing fieldwork.
Distribution Notes: meets Division 2 requirement if registration is under ARTH or ENGL;
meets Division 1 requirement if registration is under ARTH or ENGL
Distribution Requirements: Division 2
Other Attributes: FMST – Related Courses
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructors: Olga Shevchenko, Barry Goldstein

ARTH 238 Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/REL 216
In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympus, bow and quiver on his shoulder, as 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 function of visual representations and the perennial question of whether “objective representation” is even possible or desirable. In addition to readings, students should be prepared to spend a significant time out of the classroom doing fieldwork. Experience in photography and/or video, although not required, will be helpful.

Class Format: lecture/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 in the art-history major.
Distribution Notes: meets Division 2 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distribution Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses
Not Offered Academic Year 2018
LEC Instructor: Guy Hedreen

ARTH 244(S) City, Anti-City, and Utopia: Town Planning from 1500 to 1800
The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban...
Enrollment Limit: 19
Distributional Requirements: Division 1, Exploring Diversity

ARTH 246(F) Do You See What I See?!

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—what 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 wander freely in space and time, but the goal is not to master a body of canonical examples. Rather, we will consider different ways of seeing, and practice transferable skills of viewing diverse materials. The approach will be cumulative and interrogative; case studies will range from coinage to painting, from advertising to monumental sculpture. Along the way, we will consider what “art” is, what a visual culture is, and how different visual cultures might overlap the global arena. Students will look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

Class Format: lecture/discussion
Requirements/Evaluation: short writing assignments and class presentations
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1, Exploring Diversity

ARTH 248(F) Art about Art: 1500 to 2000

Artists sometimes produced works that refer to their own profession. This lecture/discussion course will focus on examples from the end of the Middle Ages to the present, such as self-portraits and portraits of other artists (e.g., Rembrandt, Viger-Lebrun), legends about the origin of art (Boucher), studio scenes with contemporary or historical artists (Delacroix, Matisse), and images of one or more art works (Magritte, Picasso). Analysis of the changes that took place in art about-art subject matter over seven centuries will yield a visual record of what artists thought about their own profession, i.e., a pictorial version of art theory.

Class Format: lecture; two 75-minute meetings a week, one lecture and the other discussion
Requirements/Evaluation: 3- to 4-page paper, 5-minute class presentation focused on work of the student’s choice, and 10- to 11-page paper on the subject selected as the final presentation
Prerequisites: none
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 1

ARTH 254 Manet to Matisse

Crosslistings: ARTH 254/WGSS 254

In the eighteenth and nineteenth centuries a new conception of architecture arose 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 the African Islamic but many different Islamic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period. This course fulfills EDI requirements

Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity

ARTH 257 Architecture 1700-1900

In the eighteenth and nineteenth centuries a new conception of architecture arose, based on archaeological discoveries, the development of new building materials, and changing social values. This course looks at the major architectural movements of this period, and the theoretical ideas that shaped them. Topics include Neoclassicism, new building types, Victorian Architecture, the development of the architectural profession, and Art Nouveau. Major archeologists and architects will be discussed in the context of their cultural, historical, political and social shifts.

Instructor: Carol Ockman
Crosslistings: ARTH 257/WGSS 257

Distributional Requirements: Division 1, Not Offered Academic Year 2018

ARTH 259 Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World (D)

Crosslistings: ARTH 259/AFR 259/ARB 259

Not just the African Islamic, but many different Islamic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period. This course fulfills EDI requirements

Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity

ARTH 262/F ARTH 262/AMST 262

The lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1550 and 1900. This period witnessed the establishment and loss of Spanish, English, Dutch, and French colonial empires, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gaugin. In many cases, we will be asking questions about art’s circulation—whether we are looking at Tugi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattooed bodies traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider, in the context of access and ownership, the role of the marketplace in the creation of objects of art. How do we begin to develop an understanding of the many different cultures that have interacted and responded to one another and in its discussion of historical readings that will help students analyze the histories of difference and power.

Class Format: lecture
Requirements/Evaluation: midterm exam, final exam, short 10-page research paper (5- to 10-pages)
Prerequisites: none
Enrollment Preferences: Art majors
Enrollment Limit: 30
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 participation and a two hour test, 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

ARTH 261 Augustan Rome
Crosslistings: CLAS 260/HIST 224/ARTH 261

In 31 B.C., 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. October, soon after the name of 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 (Oio, Suetonius, Tacitus, Callistus, etc), art (Pompeii, Tusculum, Vetulonia, 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
Not Offered Academic Year 2018
LEC Instructor: Michelle Apotsos

ARTH 262(F) Modern Architecture
Crosslistings: CLAS 260/HIST 224/ARTH 261

An exploration of major developments in Western architecture from 1900 to the present, including the relationship of architecture of this period to developments in other artistic fields. Concentration on major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, Hadid.

Class Format: lecture
Requirements/Evaluation: two hour tests and a design project including drawings and a written statement
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 101-102
Enrollment Preferences: juniors and sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 1
Not Offered Academic Year 2018
LEC Instructor: Kenneth Draper

ARTH 263(F) Introduction to Contemporary Art: Institutions and Upsetters
Crosslistings: CLAS 260/HIST 224/ARTH 261

This course is an introduction to some of the central artists, themes, works, and debates informing and comprising the history of contemporary art, roughly 1945 to today. In the decades following the second World War, artists became interested in creating the conditions for widespread cultural re-orientation and evolution of perspectives on the world, its problems and its possibilities. The ways in which artists have approached, contested, and reflected on the role of various institutions—be they social, governmental, academic, political, commercial, media-based, or the art world itself—is a key aspect of late 20th-early 21st century cultural and aesthetic histories. This course will therefore address major movements in contemporary art (such as abstract expressionism, pop art, happenings, conceptual art, performance, earthworks, street art etc.) through the interpretive lens of various institutions and the ways in which these have been challenged, reconfigured, utilized, and critiqued by notable artistic upsetters. Keeping in mind the tendency of art’s categories and practices to cross-pollinate and mutually construct as well as disrupt the various worlds in which they move, we will consider contemporary art in relation to the past as well as the present, looking to the historical avant-garde on which contemporary art builds (such as Dada and Surrealism), as well as the context of current events, from which the concept of the ‘contemporary’ itself is inextricable. No prior knowledge of art history or contemporary art is required to take this course.

Class Format: lecture
Requirements/Evaluation: midterm: 15%; final Exam: 15%; final Project (curate imaginary exhibition comprised of works on view locally + key works covered in class) 50%; participation: 20%
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 35
What responsibility does art have to its public? How is art a “social practice”?

Other Attributes:

Prerequisites:

short paper, a midterm and a final

Century

known. We will cover a broad amalgamation of Persian, Turkish and Islamic influences.

The region stretching from present day Iran to India figures prominently in religious, and political ideas and cultural meanings conveyed by the works of art. Visual analysis of specific 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 Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 1

Other Attributes: ARTH pre-1600 Courses, GBST Asian Studies

Spring 2018

LEC Section: 01 M 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 analysis of specific 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 Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 1

Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2018

ARTH 278 The Golden Road to Samargand (D)

Crosslistings: ARTH 278/ARAB 273

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 Jahan, 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: GBST Middle Eastern Studies Electives

Not Offered Academic Year 2019

LEC 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 Allys, Tino Sehgal, Paul Chan), collectives (The TEAM, The Civilian, Gob Squad, SoHo Theatre, The Neofuturists, Ghana Think Tank), and community-based initiatives in our local art institutions (WCMMA, 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, Nicolas Bourriaud, Jacques Rancière, 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

Distributional Requirements:

Division 1, Exploring Diversity

Not Offered Academic Year 2018

ARTH 281(F) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Crosslistings: ANTH 281/REL 280/ARTH 281

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. Students in this course will curate the upcoming exhibition on Precolumbian art. Students will participate in all aspects of the project, including formulating the thematic vision of the exhibition, creating a catalog, working with the professional staff of the museum. This is a project based course, and each student will study one or more exhibit objects and work on how these objects will be presented in the exhibit.

Class Format: seminar

Requirements/Evaluation: active class participation; four short papers; 15-page research paper and presentation

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

Prerequisites: none

Enrollment Preferences: ANTH, SOC and ARTH majors

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under ANTH or REL; meets Division 1 requirement if registration is under ARTH

Distributional Requirements:

Division 2

Fall 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Antonia Foias

ARTH 284(F) The Postwar Avant-Gardes

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war's displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

Class Format: lecture

Requirements/Evaluation: midterm exam, final exam, one short 2-page written assignment, one 6- to 8-page research paper

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

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 15

Expected Class Size: 20

Distributional Requirements:

Division 1

Other Attributes: ARTH post-1600 Courses

Not Offered Academic Year 2018

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Mari Binnie

ARTH 286 Japanese Popular Visual Culture

Crosslistings: COMP 286/ARTH 286/ARTH 586/ASST 286

The phrase “Japanese popular culture” often calls to mind comics and

98
animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodem visual art (ukiyoe, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Ōsaka). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: lecture/weekly discussion sections

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam
Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ASS

Distribution Requirements: Division 1

Not Offered Academic Year 2018

ARTH 301 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. We will look at issues that are inherently part of the discipline: the 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 histories of art; 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

Enrollment Preferences: ARTH 101-102 or equivalent

Enrollment Limit: 25

Expected Class Size: 15-10

Dept. Notes: for spring: open to undergraduate Art majors only; graduate students may not be enrolled unless permission of the department chair

Distribution Requirements: Division 1

Not Offered Academic Year 2018

LEC Instructor: Guy Hedeen

ARTH 301(F) Methods of Art History

This course on methods is designed to offer Art History majors a foundational review of how art history is thought through today, focusing on developments in the discipline since the beginning of the twentieth century. Weekly readings are grouped around a particular art historical problem, approach, methodology, or disciplinary "turn" which has significantly impacted the way scholars think and write about art. Since art history is a field that acknowledges conclusions in scholarship are always reflective of how inquiry is organized and structured, my expectation for the course is that students will acquire a detailed grasp of the internal arguments of methodological texts, and also be able to ground the historical significance of these arguments in context, and for the worth of art on the page. Broad Course Objectives: 1) Cultivate visual and historical analysis, ekphrastic and critical writing skills. 2) Critically engage with the intersection of history, theory, interpretation, and methodological analysis with the practice of reading and writing about art. 3) Ground analysis, argument, and interpretation in critical thinking. Discussion sections: Throughout the semester, one day a week will be devoted to lecture, and one day a week to student-led discussions of the assigned readings. Weekly lectures are primarily intended to support, contextualize and clarify the readings not to vice versa get the most out of the weekly lectures and discussions, it is imperative that you do all of the week’s readings before the lecture. At some point in the semester, each student will be assigned the task of leading the weekly discussion session on the topic of at least one of the week’s readings. This task entails organizing a short (~10-15 min) presentation of the essential argument of the assigned reading(s), preparing 2-3 discussion questions to raise to the entire class, and arranging for visual presentation of art works pertinent to the discussion.

Class Format: lecture with weekly discussion sections

Requirements/Evaluation: 6 Short writing assignments (<900 words): 40%; 1 Final Paper (10-15 pages): 25%; Leading Discussion Section (1 time/semester): 20%; Class Participation: 15%

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

Enrollment Limit: 25

Expected Class Size: 10-15

Dept. Notes: or spring: open to undergraduate Art-History majors only and required of them; graduate students may not enroll without permission of the department chair

Distribution Requirements: Division 1

Fall 2017

ARTH 308 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 art 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 reflecting functions 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 affinities 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, weekly targeted writing assignments between 4 to 5 pages in length, 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

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: Division 1 requirement if registration is under AFR

Distribution Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ARTH post-1600 Courses

Not Offered Academic Year 2018

TUT Instructor: Michelle Apostos

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 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." Documentary 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 the final weeks of the course, 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

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 WCOMP; meets Division 2 requirement if registration is under AMST or WGSS

Distribution Requirements: Division 1, Writing Intensive

Other Attributes: AMST Arts in Context Electives, ARTH post-1600 Courses, FMST Core Courses

Not Offered Academic Year 2018

SEM Instructor: C. Ondine Chavoya

ARTH 327(F) Acquiring Art: Selecting and Purchasing Objects For WCMCA

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, other related discipline’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 the final weeks of the course, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: tutorial

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

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 WCOMP; meets Division 2 requirement if registration is under AMST or WGSS

Distribution Requirements: Division 1, Writing Intensive

Other Attributes: AMST Arts in Context Electives, ARTH post-1600 Courses, FMST Core Courses

Not Offered Academic Year 2018

SEM Instructor: C. Ondine Chavoya
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 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 strategy.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: none
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Dorothy Wang

ARTH 337(S) Visual Politics (W)
Crosslistings: PSCI 337/ARTH 337
Expected cases 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 in the study of 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 imagine themselves but also how the two are constructed. Through these explorations, which will consider a wide variety of visual art and political practices (from 17th century paintings to contemporary surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Badiou, Barthes, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Deleuze, Diderot, Fanon, Foucault, Freedberg, Garland-Thompson, Harriman and Lu, Hobbes, Machamer, Kittler, Mercer, Mitchell, Mulvey, Noé, Plato, Rancière, Warburg, and Zeki.

Class Format: seminar
Requirements/Evaluation: regular, engaged class participation, several short papers, a 10-page midterm paper, and a 10-page final paper addressing major themes of the tutorial.
Extra Info: qualified students from all disciplines welcome, space permitting
Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; permission of instructor
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: PSCI Political Theory Courses
Spring 2018
SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Mark Reinhardt

ARTH 342(T) Women Artists: 1550-1700 (W)
Crosslistings: ARTH 342/WGSS 344
Despite obstacles, a number of Italian, Dutch, and Flemish women managed to become professional artists between c.1550 and c.1700. Artemisia Gentileschi remains the best known, but others also deserve attention (e.g., Judith Leyster, Michaelina Woutiers, Sofonisba Anguissola, and Elisabetta Sirani). In this tutorial, we will examine the way they portrayed themselves and their surroundings, the extent to which their interpretation and even choice of subjects differed from that of male colleagues, and how the critical appraisal of their life and work changed over time.
Class Format: tutorial each student writes a paper each week, the two partners then discuss
Requirements/Evaluation: 3- to 5-page paper each week based on an assigned topic or reading
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: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH pre-1800 Courses
Spring 2018
TUT Section: T1 W 11:00 AM 11:50 AM Instructor: Zirka Filipczak

ARTH 358(S) Latina/o Installation and Site-Specific Art (D)
Crosslistings: LATS 258/ARTH 358
This course will explore the various forms of installation and site-specific art developed by Latinas/os in the Americas since the 1960s. The course will examine how these kinds of art have been used to explore themes of memory, identity, history, and the body. The course will also examine the role of Latinas/os in the production of these works, and how these works are received in the art world and by audiences.
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: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: none
Other Attributes: AMST Arts in Context Electives, AMST Space and Place Electives
Not Offered Academic Year 2018
SEM Instructor: Dorothy Wang
This course is about the ways in which images are produced, viewed, and Crosslistings:

SEM
Not Offered Academic Year 2018
Instructor: Ju-Yu Jang

ARTH 404 The Enemies of Impressionism, 1870-1900
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, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Marc Gottlieb

ARTH 405(F) Seminar in Architectural Criticism (W)
How does one judge a building? According to its structural efficiency or its aesthetic qualities? 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, living, 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 Preferences: junior Art History majors
Enrollment Limit: 11
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Michael Lewis

ARTH 419 Going to Ground: Considering Earth in the Arts of Africa (D) (W)
Crosslistings: ARTH 419/AFR 373/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 and 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 expressed in African art 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 the various conditions and situations of their communities 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 offering

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 2018

SEM Instructor: Michelle Aapotso

ARTH 420 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 environmental concepts look like? Do they look the same for different people across different times and places? 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 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 offering

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/Equipment: 20-page paper

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 Not Offered Academic Year 2018

SEM Instructor: Michelle Aapotso

ARTH 433 Michelangelo: Biography, Mythology, and the History of Art

Crosslistings: ARTH 433/ARTH 533

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 historical 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 fascinated biography— and mythology—of Michelangelo. With a life and career more than five centuries old, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical orientation, political influences, 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 understanding of art historical practice?

Class Format: seminar

Requirements/Evaluation: an oral presentation, a research paper, short response papers, and critical commentary on work of peers

Prerequisites: Arth 301 or permission of instructor (prerequisite for 400-level)

Enrollment Preferences: equally given to senior Art majors and graduate students in the history of art

Enrollment Limit: 18

Distributional Requirements: Division 1

Other Attributes: ARTH pre-1600 Courses Crosslisted: Art History, Academic Year 98

SEM Instructor: Stefanie Solum

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 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 core 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 10–20 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 2018

SEM Instructor: Carol Ockman

ARTH 453(F) Native North American Arts: Objects and Methods (D) This seminar explores the production of knowledge about Native north American arts, and explores new approaches to expanding how they think about Native arts. Questions of violence, contact, and cultural appropriation will also be examined. Students are expected to experiment with Native American epistemologies in class and in their assignments, which will require them to write a deep analysis of one object. This course fulfills E1D requirements because it enhances awareness about the effects of cultural distance, cultural contact, and power relations in the production of knowledge about Native north American arts, and explores new theories of its study in the discipline of art history.

Class Format: seminar

Requirements/Evaluation: class participation, three response papers, one class presentation/paper

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

Prerequisites: ARTH 101-102 or permission of the instructor

Enrollment Preferences: none

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements: Division 1, Exploring Diversity Fall 2017

SEM Section: 01 T 01:10 PM 03:50 PM PMinstructor: Catherine Girard

ARTH 455(F) Ottoman and Orientalist Visual Culture

Crosslistings: ARTH 455/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 influenced by the Near East (Gérôme, Ingres, Delacroix, Lewis, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, theories of ornament, travel literature and film. This course encompasses diverse regional orientations (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 we can understand these new histories. The political and cultural significance of Orientalist visual culture will be critically analyzed through a 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 2018
SEC: 01 R 01:10 PM 03:50 PM Instructor: Mary Roberts

ARTH 462(F) Art of California: Pacific Standard Time (D) (W)
Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 502
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. Our course will explore 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. The 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 minor Latina/o Studies concentrations
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
Other Attributes: AMST Arts in Context Electives, AMST Space and Place Electives, ARTH post-1600 Courses, LATS Comparative Race + Ethnic Studies Electives
Fall 2017 SEC: 01 W 01:10 PM 03:50 PM Instructor: C. Ondine Chavoya

ARTH 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 nationalistic 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 Latina/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 (15-20 pages)
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, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Context Electives, LATS 400-level Seminars Not Offered Academic Year 2018
SEC: 01 W 01:10 PM 03:50 PM Instructor: C. Ondine Chavoya

ARTH 468(S) Practicum in Curating: Visual Art for a Garden (W)
Crosslistings: ARTH 468/WGSS 468
This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (here specifically an exhibition at the Marie Selby Botanical Gardens in Sarasota in winter/spring 2019) including: 1 research on the artist (TBD) and the concept, the focal works of art, auxiliary objects that do not require clinical control (e.g., photographs and other work on paper), social history and other methodological frameworks, including gender, sexuality, class, and race; 2 writing requests e.g., loans, rights; and 3) preparations for the press release, wall texts, wall labels, audio guide, and programming for the exhibition. Students may have the opportunity to participate in a WSP in situ the following year on the final stages of production.

Class Format: seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)
Requirements/Evaluation: two to three short research papers (ca. 5 pp. each), a substantial annotated bibliography, several short writing assignments (e.g., letters, queries, reviews),
Extra Info: final synthetic research project about the artist and the use and significance of floral sculpture in their work may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one 100-level course in ARTH
Enrollment Preferences: junior and senior art majors, especially those who have completed other courses or a seminar and/or those with strong research, writing, and design skills
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH post-1600 Courses
Spring 2018 SEC: 01 W 01:10 PM 03:50 PM Instructor: Carol Ockman

ARTH 470 Image-making, Orientalism and Visual Culture (D)
Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles-witness, surrogate, instigator, suppressant—and travel freely across political, religious and cultural boundaries. This course is about three regions-United States, France and the Persian sphere—and the images that mediate and document their interactions. Along the way, we will address important issues like iconoclast and aniconism, common types like veiled women and pious men, and asymmetrical relationships like Orientalism. The peculiar nature of portraiture will be a prominent theme. This course fulfills the Exploring Diversity Initiative in its emphasis on comparative cultures and its effort to promote understanding of and conceptualized meanings in diverse settings.

Class Format: seminar
Requirements/Evaluation: students will give oral presentations and complete a seminar-long project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ARTH class or permission of instructor
Enrollment Preferences: Art majors
Enrollment Limit: 12
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: AMST Arts in Context Electives, ARTH post-1600 Courses
Not Offered Academic Year 2018 SEC: 01 W 01:10 PM 03:50 PM Instructor: Holly Edwards

ARTH 472(S) Timelines (D)
Art is really time-consuming to make, to view, to use, to understand. We engage, exhibit, exhibit, exhibit, and, particularly since the 19th century, we have concocted increasingly elaborate narratives around revered artifacts. We even think we control these many fabled things, but then they have the temerity to outlive us and outrun us, melding in the spaces between self and other, human and divine. We must then and now reengage, reengage, reengage in order to remain human. This course is an opportunity to explore how images are tangled up with time. We will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. From that pivot point, we will operate transnationally and anachronistically, with particular reference to the Middle East, the birth-place of monotheism and idol anxiety. There will be no single timeline, but rather a series of case studies, ranging from iconic paintings and sacred spaces to calendar art and photojournalism. Ultimately, we must ask, can art ever be fixed in time or will it always be an unruly presence in our lives?

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, Exploring Diversity
Spring 2018 SEC: 01 R 01:10 PM 03:50 PM Instructor: Holly Edwards

ARTH 474(S) Brazilian Art in the 20th Century: Aesthetics, Internationalism, Utopia (W)
In 1924 the modernist poet Oswald de Andrade radically called for Brazilians to engage in cultural “anthropophagy”—to cannibalize from European modernist ideas and synthesize these with local aesthetic and cultural values. Toward the mid-20th century, the narrative of Brazilian art was marked by the desire on part of artists and intellectuals to problematize its place in Latin
ARTS 100(F) Drawing I
In childhood everyone draws. Like language drawing is a basic human tool to observe and interpret the world as well as to make comment and find agency within it. As an introduction to art making, this course will provide basic design and conceptual skills to engage feeling, develop content and communicate with others. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students. New concepts are introduced each week in slide talks and developed in workshops and through homework assignments.

Class Format: studio
Requirements/Evaluation: evaluation is based on the following: successful application of art skills, development of concept, participation in class, effort, timeliness and attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
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

STU Instructor: Michael Gliner

ARTS 100(F) Intro to Drawing-Thinking with Line
What is a line? A line is things: a scribble, a word, a contour, a vector in a diagram, a nose, a mark to denote one thing from another, a shadow, a means to describe form. This class will explore the basics of how to construct an image through the use of line, one of the simplest gestures of expression there is. The goal of the class is to reevaluate how we see the world, using drawing as our main tool of inquiry. Through a buildup of basic fundamentals of drawing-including composition, value, basic perspective, form, proportion as well as an examination of past and contemporary artworks, students will develop a basic skill set that will allow them to confidently engage in our oldest means of image-making. This class is primarily aimed at students with little or no prior experience with drawing, but all levels are welcome.

Class Format: studio
Requirements/Evaluation: quality of projects completed during and outside of class hours, overall participation and contribution to critiques, and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Art majors, first- and second-year students
Enrollment Limit: 18
Expected Class Size: 18
Materials/Lab Fee: TBD
Distributional Requirements: Division 1

Fall 2017
STU Instructor: Nicole Maloof

ARTS 100(S) 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 exchange. 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 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 practice.

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

Spring 2018
STU Instructor: Amy Podmore

ARTS 102(F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance
This course offers an introduction to the time-based art of performance,
ARTS 120(F) Introduction to Performance Art
Crosslistings: ARTS 120/THEA 120
Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacies of theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna Mendieta, students will gain an understanding of the mechanisms of performance: The body as object. The Gaze (the dynamics of viewing/being viewed). Active and inactive participatory, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

Class Format: studio/seminar
Requirements/Evaluation: completion of assigned readings, active class engagement, writing reflections, showing of works in progress, and presentation of a final performance that will be workshoped throughout the semester
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Art Studio majors, first-years, sophomores
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01 TR 09:55 AM 12:35 PM Instructor: Allana Clarke

ARTS 124(F) Introductory Video Art
In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In the introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in context. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as a critical tool in their practice.

Class Format: studio
Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: current and prospective Art majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Other Attributes: Film and Media Studies Core Courses
Fall 2017
STU Section: 01 MW 11:00 AM 12:50 PM Instructor: Ilana Harris-Babou

ARTS 200(F) 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 assessments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance
Extra Info: students are required to attend two to three theatre department or major industry professional events per week. Lab Fee: fee of $25 will be added to the student's term bill
Prerequisites: successful completion of any 200-level course in 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
Department Notes: does not satisfy any requirements for the Art major
Material Fee: Lab Fee: Fee of $150 will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2017
STU Section: 01 MR 01:10 PM 03:50 PM Instructor: Deborah Brothers

ARTS 201(S) Worldbuilding: Staging and Design For The Theater
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-scène, 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 intertextual, 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, assignment and thoughtful, timely completion of all assignments and projects
Prerequisites: none
Enrollment Preferences: Theatre majors and prospective Theatre majors
Enrollment Limit: 12
Expected Class Size: 12

Dept. Notes: this course is required for the Theatre major and is a prerequisite for THEA 302; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the student's term bill

Distributional Requirements: Division 1
Spring 2018
STU Section: 01 MW 11:00 AM 12:50 PM Instructor: David Gurcay-Morris

ARTS 215 Sustainable building (verb)
Sustainability considerations will 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 will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.

Class Format: studio
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; registration 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: Division 1
Not Offered Academic Year 2018
STU Instructor: Ben Benedict

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.

Class Format: studio
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: Division 1
Spring 2018
STU Section: 01 F 01:10 PM 03:50 PM Instructor: Ben Benedict

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 producers. This class 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 entangled and indistinguishable. 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 of 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; not available for the fifth course option
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 2018

ARTS 224F Materials of Performance
Mud, meat, lard, time, cruelty, and language. These are the materials of performance art. This course will examine the catalog of 10 distinct artists who incorporate performance into their interdisciplinary practices. Students will learn how the materials appear in each artist's work and how artists disrupt the sign/symbol relationship to create new meanings for these materials. The goal of this course is to enable students to develop a distinct and focused voice as performers/artists by gaining an understanding of the methods and theories of the performance art genre. Artists covered will include: Bruce Nauman, Carrie Mae Weems, Mike Kelley, Santiago Sierra, and Shirin Neshat.

Class Format: studio
Requirements/Evaluation: completion of readings, writing reflections, active class participation, creation of weekly performances, and students may be required to visit exhibitions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: students who have previously taken a studio class with performance elements, a dance or theater class, or by permission of the instructor

Enrollment Preferences: Art Studio majors
Enrollment Limit: 15
Expected Class Size: 15

Distributional Requirements: Division 1
Fall 2017
STU Section: 01 R 01:10 PM 03:50 PM Instructor: Allana Clarke

ARTS 228T (F) The Art of Almost Nothing
In this studio lab class, students will create studio art projects by using materials that are mainly not bought but found, re purposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns—aesthetic, topical, critical—and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio tutorial; studio class, 3 hours per week
Requirements/Evaluation: projects, assignments, class participation, attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one previous studio art class at Williams

Enrollment Preferences: first and second-year students
Enrollment Limit: 14
Expected Class Size: 14
Materials/Lab Fee: TBD

Distributional Requirements: Division 1
Fall 2017
TUT Section: 01 M 01:10 PM 03:50 PM Instructor: Laylah Ali

ARTS 230 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 traditional approaches allows students 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.

Class Format: studio
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 Limit: 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributional Requirements: Division 1
Not Offered Academic Year 2018
STU Instructor: Laylah Ali

ARTS 241 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 how 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
Not Offered Academic Year 2018
STU Instructor: Laylah Ali

ARTS 241(F) 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, surface, and texture. We will also consider issues of content in a diverse range of approaches, including painting from observation (still life and portraits), abstraction, and cross-media experiments (for example, combinations in installations, sculpture, photography). The particular characteristics and benefits of acrylic paint will be explored in contemporary approaches. There will be visits to museums (WCMA, the Clark Art Institute and MASS MoCA), 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 in class
Extra Info: may not be taken on a pass/fail basis
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
Fall 2017
STU Section: 01 M 01:10 PM 03:50 PM Instructor: Barbara Takenaga

ARTS 241(S) 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 adventure through the medium of paint. Most assignments are done from direct observation of the human figure, the landscape and objects. Museum visits and slide presentations are an important part of the class.

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
Spring 2018
STU Section: 01 M 11:00 AM 12:15 PM 01:10 PM 03:50 PM 05:00 PM Instructor: Michael Glier

ARTS 250(S) Devised Performance: The Art of Embodied Inquiry
This studio course offers students hands-on experience in devising new performance work. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrittyagram, and SITI Company, we will challenge ourselves to really probe what live performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer 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 allow the ensemble to receive feedback from small, invited audiences as well as the opportunity to 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: Theatre majors and Art majors
Enrollment Limit: 14
Expected Class Size: 10
Distributional Requirements: Division 1
Spring 2018
STU Section: 01 T 01:10 PM 03:50 PM Instructor: Shayok Chowdhury

ARTS 252 The Human Image: Photographing People and Their Stories
This course will cover a variety of easy techniques to make multiple images, 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
Not Offered Academic Year 2018
STU Instructor: Laylah Ali

ARTS 266(F) Low Tech Printmaking
This course will cover a variety of easy techniques to make multiple images, including drypoint, linoleum plates, stencilling, collagographs, solar plates, 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 market considerations, students will learn how to market their work, and will be encouraged to explore printing as a fine art. Students will learn about the history of printmaking and will research printmakers from a variety of cultures and periods. Students will be expected to experiment with different mediums and techniques as they develop their own unique style.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of work, investment of time, participation in critiques and attendance in class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ARTS 100
Enrollment Preferences: current and prospective Art majors
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: $125
Distributional Requirements: Division 1
Other Attributes: FMST - Core Courses
Fall 2017
STU Section: 01 M 07:00 PM 09:40 PM Instructor: Ilana Harris-Babou

ARTS 266(S) Objects in Video, Video as Object
In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the changing role video has played in our society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

Class Format: studio
Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development
Prerequisites: 100 level video course
Enrollment Preferences: current and prospective Art majors
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: $125
Distributional Requirements: Division 1
Other Attributes: FMST - Core Courses
Fall 2017
STU Section: 01 M 07:00 PM 09:40 PM Instructor: Ilana Harris-Babou
ARTS 273(F) Sound Art, Public Music
Crosslistings: MUS 175/ARTS 273
Spring 2018
Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/standing seats, 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, Hildegard Westerkamp, Brian Eno and John Luther Adams, 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

Department Notes: ARTS elective
Distributional Requirements: Division I
Fall 2017
SEM Section: 01 MR 01:10 PM 02:55 PM Instructor: Brad Wells

ARTS 274(S) Chinese Calligraphy: Theory and Practice
Crosslistings: ARTH 274/ASST 274/ARTS 274
Fall 2017
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 those 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
Department Notes: this course can count toward the Art History or Studio major
Materials/ Lab Fee: TBD will be added to the student's term bill
Distribution Notes: meets Division I requirement if registration is under ASST
Distributional Requirements: Division I
Other Attributes: ARTH pre-1600 Courses, GBST East Asian Studies Electives
Spring 2018
LEC Section: 01 M 01:10 PM 03:50 PM Instructor: Yu-Jang

ARTS 275(F,S) Introduction to Sculpture
Spring 2018
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 integration 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 with laboratories
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any ARTS 100 class, or permission of instructor
Enrollment Limit: 12
Materials/ Lab Fee: TBD will be added to the student's term bill
Distributional Requirements: Division I
Fall 2017
STU Section: 01 W 01:10 PM 03:50 PM Instructor: Kim Felzer/AMST

ARTS 302 Landscape and Language
Crosslistings: ENGL 302/ARTS 302
Fall 2017
Colloquially, the word "landscape" refers to pictures or scenes of the land, from farms to forests to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between "nature" and our experience of it. Landscape and Language is a seminar that considers the tools we use to represent and narrate our relationship to the natural world. Together, we will investigate how cultural conventions travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of art and landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and identity by W.J.T. Mitchell, as well as an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.

Class Format: seminar
Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) investigating a specific landscape
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: 25
Expected Class Size: 20
Distributional Requirements: Division I, Not Offered Academic Year 2018
SEM Instructor: Stefanni Jemison

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 analytical and critical abilities. This seminar will be composed of a studio component and a studio workshop.

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
Prerequisites: three studio courses required for the major, or permission of instructor
Enrollment Preferences: enrollment is limited to studio art majors (or permission of instructor)

Department Notes: Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester
Materials/ Lab Fee: TBD will be added to the student's term bill
Distributional Requirements: Division I
Fall 2017
STU Section: 01 T 09:00 AM 12:00 PM Instructor: Laylah Ali

ARTS 321(F) Social Commentary and Experimental Printmaking
The nature of the multiple allows images and text to reach a large number of people, and so it is not surprising that, historically, printmaking has had a close relationship to politics and social commentary. We will use a combination of printmaking, drawing, and painting to explore image-making as it relates to social space and the power dynamics that touch all of our lives. We will think critically about the world we live in and, through images, we can analyze our current states of being and imagine new ones. We will also investigate the politics around image-making through a variety of short texts, as well as examine a range of artists and collectives that have used drawing, painting, printmaking, and other media in this manner; this will include a visit to the Williams College Museum of Art. Students will be encouraged to think beyond traditional uses of printmaking in their semester-long exploration. The course is aimed at those who have some printmaking and drawing experience.

Class Format: studio
Requirements/Evaluation: quality of projects and homework completed, overall participation and contribution to critiques, and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: prior printmaking or drawing experience
Enrollment Preferences: none
Enrollment Limit: 14
Expected Class Size: 12-14
Materials/ Lab Fee: TBD
Distributional Requirements: Division I
Fall 2017
STU Section: 01 W 01:10 PM 03:50 PM Instructor: Nicole Maloof

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 developing one's own personal aesthetic, 2-dimensional work dealing with 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 2018
TUT Instructor: Amy Podmore

ARTS 329(F) 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. One project will be full-scale by the students in the class.
Class Format: design 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: 125
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
Fall 2017
STU Section: 01 F 01:10 PM 03:50 PM Instructor: Ben Benedict

ARTS 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 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 do different mediums allow for different ways of telling stories? 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 area, or permission of instructor
Enrollment Preferences: Art Studio majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1 Not Offered Academic Year 2018
TUT Instructor: Laylah Ali

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 2018
STU Instructor: Amy Podmore

ARTS 385 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 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 produc

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: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 Not Offered Academic Year 2018
STU Instructor: Amy Podmore

ARTS 418(S) Senior Seminar
In this capstone class for the studio art major, students define, research, create and present an original body of work to be exhibited in the Williams College Museum of Art. Students meet weekly in large and small groups to develop critical skills, to refine technique and expressive qualities, and to plan and execute all aspects of installing a professional exhibition.
Class Format: seminar on Wednesday and weekly tutorial meetings to be scheduled
Requirements/Evaluation: a strong concept; adequate research to support the project, dedication to production of the project; successful presentation of the project in the museum context; critical skills in discussion; collaborative skills; creativity
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 2018
STU Section: 01 W 01:10 PM 03:50 PM Instructor: Michael Glier

ARTS 497(F) 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 study 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
Fall 2017
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 study 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
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, 1400 to 1780
- Western art, 1700 to present
- Arts of Africa, Oceanica, 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.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of twelve courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

The Qualifying Paper

The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. 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 present a tentative teaching 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 advanced seminar professors, 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.

Early in the fourth semester, 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 comprise, but 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 thoughts 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 (0)

Courses in which students receive a grade below B- do not receive graduate credit.

Language Courses

The Graduate Program’s degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

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 language course sequence.

French: if students attain a minimum score of 700 on the French 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. With a score below 500, they enroll in the introductory course, French 511.

In the case of a second language other than French, arrangements will be made on an individual basis.

German: With a score below 450, students enroll in the introductory course, German 515. Students who score between 450 and 500 are placed into German 516. With scores between 500 and 700, students enroll in the advanced reading course, German 513. Students attaining a minimum score of 700 on the German placement exam are exempted from further coursework in that language.

ARTH 500(F) Ottoman and Orientalist Visual Culture
Crosslistings: ARTH 500/ARTH 400

Jean-Léon Gérôme’s famous painting, The Snake Charmer, at the Clark Art Institute will be our starting point for examining the connections between Orientalism and art of the modern period. Those who were fascinated by the Near East (Gérôme, Ingres, Delacroix, Lewis, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, theories of ornament, travel literature and film. This course examines diverse regional orientations (in Poland, Russia, Turkestan, the Near East, the Islamic world, the Ottoman Empire, 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 the 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 2017
5TH Section: 01 R 01:10 PM 03:50 PM Instructor: Mary Roberts
personal choice began gaining traction as a legitimate foundation for conjugal union—gradually superseding parental decree—love was considered indissociable from such equally fraught domains as trust and risk. Drawing on the collection of the Clark, we will think critically about the ascendancy of genre painting and the category of the roccoco, giving special attention to case studies like Boucher, Fragonard and Greuze; the growth of artworks depicting the signing of marriage contracts; the importance of epistolary practice and the vogue for love letter pictures—a theme that we will consider in connection to the expansion, in a period of globalizing capitalism, of a paper culture.

Instructor: Christopher Heuer

ARTH 509(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 competitors, 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 braininess. 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
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Christopher Heuer

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 Williamsburg 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 weighed 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, technical 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
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 MR 06:30 PM 08:30 PM Instructor: Thomas Branchick

ARTH 506(S) An Expository Writing Workshop
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
Enrollment Preferences: limited to and required of second-year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 R 01:10 PM 03:50 PM Instructor: Christopher Heuer

ARTH 507(F) 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 2017
SEM Section: 01 TBA
Spring 2018
SEM Section: 01 TBA

ARTH 503(S) Museums: History and Practice
Crosslistings: ARTH 503/LEAD 301
This course will examine the history of museums in Europe and America, focusing on historical traditions and current expectations affecting institutional operations today. Historical tradition and current practice as they relate to museum governance and administration, architecture and installation, acquisitions and collections, and cultural property issues as well as the many roles of exhibitions in museum programming will be addressed, along with museums’ social responsibility as scholarly and public institutions in an increasingly market-driven, nonprofit environment.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers
Extra Info: may not be taken on a pass/fail basis
Enrollment Preferences: Graduate Program students then to senior Art History majors
Enrollment Limit: 14
Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 R 01:10 PM 03:50 PM Instructor: Nina Dubin

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, engravings by Philipp-Louis Debucourt, aquatints by Francesco Goya, lithographs by Edouard Manet, etchings by James McNeill Whistler, photomechanical 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 2018
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; not available for the fifth course option
Prerequisites: none
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 2017
SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Christopher Heuer

ARTH 505(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 competitors, 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 braininess. 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
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Paul Park
ARTH 510(F) Approaches to Drawing from Connoisseurship to Conceptualism

The course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for draughtsmanship in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have pushed the traditional boundaries of the medium. This course will be concerned with the history of collecting and materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. 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 staff, one or more of these objects will be acquired. The agreed strategy, and the object will be part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be responsible for presenting 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: none

Enrollment Preferences: preference given to Graduate Program students and then to senior Art History majors

Enrollment Limit: 14

Expected Class Size: 8

Distributional Requirements: Division 1

Fall 2017

SEM Section: 01  R 10:00 AM - 12:50 PM  Instructor: Jay Clarke

ARTH 526 Shadows of Plato's Cave: Image, Screen, and Spectacle Crosslistings: PSCI 374/COMP 374/ARTH 526

In Book VII of the Republic, Plato describes 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 develops 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 and other key Platonic discussions of appearances, visual representation, and (literal and metaphorical) 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 the course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Deleuze, Friedberg, Goldsby, Josell, Mitchell, Nightrongale, Rodowick, Rogen, Silvayon, 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, Lemoane, 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, or philosophy, 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 2018

SEM Instructor: Mark Reinhardt

ARTH 527(F) 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 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. This will include the integration of 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 staff, one or more of these objects will be acquired. The agreed strategy, and the object will be part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be responsible for presenting 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: seniors in major 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

Fall 2017

SEM Section: 01  M 01:10 PM - 03:50 PM  Instructor: Kevin Murphy

ARTH 533 Michelangelo: Biography, Mythology, and the History of Art Crosslistings: ARTH 433/ARTH 533

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 the artistic practice that produced his works. As the iconic, 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 the foundations for a triangulation of person-persona-artisanic production that has a modern. But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self, also, a work of art? In this course, we will explore Michelangelo's experience of images from the past. Authors studied will include Leonard Barkan, Simona Cohen, Georges Didi-Huberman, Anthony Grafton, Michael Ann Holly, George Kubler, Keith Moxey, Alexander Nagel, Erwin Panofsky, Marvin Trachtenberg, Aby Warburg, and Chris Wood.

Class Format: seminar

Requirements/Evaluation: an oral presentation, a research paper, short response papers, and critical commentary on work of peers

Prerequisites: ARTH 301 or permission of instructor (prerequisite for 400-level)

Enrollment Preferences: equally given to senior Art majors and graduate students in the history of art

Enrollment Limit: 18

Distributional Requirements: Division 1

Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2018

SEM Instructor: Stefanie Solum

ARTH 534(S) Renaissance Time

“Once upon a time,” noted the historian Randolph Starn, “the Renaissance stood on its rock-like foundations directly under our feet.” We think of the changing perception of time during the fifteenth and sixteenth centuries—a mounting awareness of the place of the present moment in the larger arc of history—as a defining feature of the Renaissance. Yet, while this new temporal self-consciousness underpins our experience of images from the past. Authors studied will include Leonardo, Botticelli, Raphael, Michelangelo, and Titian. This course will introduce a historiographic lens on the varied art historical interpretations of temporality and the imagery of time. Finally, we will consider our own temporal position as it relates to our experience of images from the past. Authors studied will include Leonard Barkan, Simona Cohen, Georges Didi-Huberman, Anthony Grafton, Michael Ann Holly, George Kubler, Keith Moxey, Alexander Nagel, Erwin Panofsky, Marvin Trachtenberg, Aby Warburg, and Chris Wood.

Class Format: seminar

Requirements/Evaluation: collaborative class discussion and focused peer critique, short ungraded response essays, oral seminar report, 15- to 20-page
The imagined cleave between "scientific" and "theoretica" art history has never so clearly been on display even in the most extreme of art historians. In late medieval and Renaissance North Europe, artworks incorporated materials from all over the human and natural world — azurite, gold, paper, blood, ivory, ash, bone. This "stuff" — rather than any forms it might be fashioned into — held its own auratic charge. How are we to think about these various species of matter, 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 how something could be more "philosophical" than matter itself? At the same time, the "scientific" scrutiny of artworks — using X-rays, infrared scanning, radiographic photography, chemical analysis, 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 motivates scientific examination — in many respects a solution without a clear problem — are addressing. Worse, such investigations often seem like advocacy fornerences of artistic intention — a concept viewed with skepticism by many historians today. Theory'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 early objects — poses specific challenges to narratives privileging stories of rupture. Art historians include: alchemy, the studio, early atomistic theories, restoration, animation, authenticity, fakтура, 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 2020

SEM Instructor: Christopher Heuer

ARTH 540(F) In Vinculis Invictus: Portraits in Prison

Among the most portraiture in Europe during the modern period, some have been painted or more recently photographed in prison. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surpising at best, at worst outrageous and provocative. But there is, indeed, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of the political "debates." Prison became the arena for a new martyr, one that endures for ideas or simply to be born. The portrait in prison was a way to commemorate not a disgrace or an embarrassment, but a glory and a moment of virtue. Within a few years, a terrifying series of portraits appeared. They would nurture Western political thought and visual culture until now. Portraits in prison are at a crossroads of politics, law, art, and identity; they offer a great opportunity to think about art and society. This course will explore the topic throughout the modern period until the contemporary period.

Class Format: Seminar

Requirements/Evaluation: oral and written assignments

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

Enrollment Preferences: graduate students, then upper level undergraduate Art History majors

Enrollment Limit: 16

Expected Class Size: 12

Distributional Requirements: Division 1

Fall 2017

SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Olivier Meslay
ARTH 551 Winslow Homer

In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, drawings, 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 man to the environment.

Class Format: seminar
Requirements/Evaluation: two short writing assignments, twenty page final paper
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

ARTH 554 The Matrix and the Market: Printmaking and Photography in the Nineteenth Century

During the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts. Etching, for example, simultaneously functioned as a reproductive medium and one that carried experimental, vanguard associations. Practitioners of lithography strove to distance themselves from denigrating commercialism and raise the medium's status to a respected art form. Photography, in turn, negotiated the boundaries between "documentary" and "artistic." This seminar will address the complex issues that swirled around printmaking and photographic matrices, critical responses to the various processes, artist-driven initiatives, and the formative role of the art market with book trade in securing the commercial, aesthetic, and critical significance of these works.

Class Format: seminar
Requirements/Evaluation: students will be responsible for readings and involvement 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
Expected Class Size: 8-12

ARTH 562/567 Japanese Popular Visual Culture

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century. 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 man to the environment.

Class Format: seminar
Requirements/Evaluation: two short writing assignments, twenty page final paper
Extra Info: may not be taken on a pass/fail basis
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Enrollment Limit: 15
Expected Class Size: 15

Distribution Notes: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102

Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM: Instructor: Katarzyna Pieprzak

ARTH 563(F,S) 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 on-going curatorial projects, undergo portfolio review, and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year; graded on a pass/fail basis
Prerequisites: graduate art students
Enrollment Preferences: open to graduate students
Enrollment Limit: 25

Distribution Requirements: Division 1
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM: Instructor: C. Ondine Chavoya

ARTH 567 What is Art Criticism? Current Debates, Past Precedents

Artists and art critics are involved in ongoing debates concerning a purported "crisis" of art criticism, this seminar considers traditions of writing about the visual arts in the years before 20th century. We will begin with current art criticism 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 art criticism? Is the art critic a judge, a historian, a part-time, 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
Extra Info: may not be taken on a pass/fail basis
Enrollment Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Emmelyn Butterfield-Rosen

ARTH 573 Modern and Contemporary Art from the Middle East and North Africa

This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennials, and the global art market has responded with keen interest. We will survey recent developments and consider their international ramifications. 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 biennials in the region, the creation of art publics and communities, and how the international market has responded to contemporary production. And perhaps most importantly, we will study works by artists that identify with the region and engage and complicate constructions of race, gender, religion, nation, 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

Distribution Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Katarzyna Pieprzak

ARTH 586 Japanese Popular Visual Culture

Crosslistings: COMP 286/ARTH 286/ARTH 586/ASST 286

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu,
Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

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

**Prerequisites:** none

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Enrollment Limit:** 35

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Distributional Requirements:** Division 1

**Not Offered Academic Year 2018**

**ARTH 595(F) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Class Format:** tutorial

**Distributional Requirements:** Division 1

**Fall 2017**

IND Section: 01  TBA

**ARTH 596(S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Class Format:** tutorial

**Distributional Requirements:** Division 1

**Spring 2018**

IND Section: 01  TBA

**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 2017**

IND Section: 01  TBA

**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 2018**

IND Section: 01  TBA

**ASIAN STUDIES (DIV I & II, see explanation below)**

Chair: Associate Professor Li YU

Professors: C. CHANG, S. KAGAYA, C. KUBLER, C. NUGENT, K. YAMAMOTO. Associate Professor: L. YU. Assistant Professor: M. HE.


**Mission Statement and Learning Objectives**

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 three distinct major tracks: Asian Studies, Chinese, and Japanese.

**Learning Objectives for the Asian Studies Major**

Asian Studies is a multi-disciplinary and interdisciplinary major track that combines the humanities and social sciences with language study. It aims to help students develop practical proficiency in an Asian language and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of Asia through a particular disciplinary lens. Beyond training in the discipline they choose for their three-course disciplinary qualification, students have the opportunity to explore a range of other disciplinary approaches and perspectives.

**Majors in Asian Studies will:**

- Attain a practical proficiency in an Asian language (either Chinese or Japanese currently offered by the department, or Hindi or Korean, offered by the Critical Language Program of the Center for Foreign Languages, Literatures, and Cultures)
- Gain awareness and understanding of a particular country or region in Asia through training in one of the disciplines represented in the Department of Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion, or sociology).
- Have an opportunity to explore a range of disciplinary approaches and perspectives in addition to their primary disciplinary focus and apply a range of research methodologies with a focus on interdisciplinary.
- Develop close reading, analytical writing, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Gain a comparative perspective on issues affecting Asia as a region.
- Develop global awareness and engagement through identification of the values, perspectives, and practices of Asian societies, both past and present.

**Learning Objectives for the Chinese Major**

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

**Students who complete the requirements for a major in Chinese will be able to:**

- Attain the “advanced” level in speaking, listening and reading, and “intermediate-high” level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**Learning Objectives for the Japanese Major**

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students’ understanding of and familiarity with diversity and dynamism in Japanese culture.

**Students who complete the requirements for a major in Japanese will be able to:**

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Engage critically with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

**THE MAJOR**

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. Students choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. 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.

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, ARTH 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/sociology, 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 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 may be counted 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 goal and methods of the research project, 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, CHIN 493-W31-494, or JAPN 493-W31-494. They 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 made possible by the support of the Linen Endowment and funds 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 Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D)
Crosslistings: ARTH 103/ASST 103
This course introduces students to 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 metaphor; the spinning wheel and basket weaving in India; and the meeting of the Eastern and Western art. This course is one of the four foundational courses; art history majors may choose any three of the four courses ARTH 101, ARTH 102, ARTH 103, and ARTH 104 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
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
Not Offered Academic Year 2018
LEC Instructor: Ju-Yu Jang

ASST 115(S) 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: Division 2, Writing Intensive
Other Attributes: GBST East Asian Studies Electives, HIST Group B Electives - Asia, HIST Group P Electives - Premodern
SELECTION: Spring 2018
LEC 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 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, social and cultural lenses. Bombay was 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 2018
LEC Instructor: Aparna Kapadia

ASST 121(T) 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 starkly; and how the current nuclear crisis 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

**Not Offered Academic Year 2018**

**TUT Instructor:** Eiko Siniawer

**ASST 122T(S) Old Shanghai, New Shanghai (W)**

Crosslistings: CHIN 422/ASST 122

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, has been the primary 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 city full of opportunities, but characterize its ocean as a substitute 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. (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with an understanding of how China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

**Class Format:** tutorial

**Requirements/Evaluation:** each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted.

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

**Prerequisites:** none for students taking ASST 122T; CHIN 402 or permission of the instructor taking CHIN 422T

**Enrollment Preferences:** current or prospective Asian Studies, Chinese, or Japanese majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Dept. Notes:** students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T

**Materials/Lab Fee:** $100

**Distribution Notes:** meets Division 1 requirement if registration is under ASST or CHIN

**Distributional Requirements:** Division 1, Writing Intensive

**Spring 2022**

**TUT Section:** T1

**TBA Instructor:** Li Yu

**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 how the current world scene. Encounters with this music will include attendance at live performances when possible. This course satisfies the EID requirement by exploring how the diverse musical traditions of Asia are shaped by radically different religious beliefs and social norms and by demonstrating how 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 ASST

**Distributional Requirements:** Division 1, Exploring Diversity

**Other Attributes:** GBST East Asian Studies Electives, MUS World Music/Ethnomusicology

**Not Offered Academic Year 2018**

**LEC Instructor:** W. Anthony Sheppard

**ASST 153 Japanese Film**

Crosslistings: COMP 153/ASST 153

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, has been the primary 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 city full of opportunities, but characterize its ocean as a substitute 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. (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with an understanding of how China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

**Class Format:** tutorial

**Requirements/Evaluation:** each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted.

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

**Prerequisites:** none for students taking ASST 122T; CHIN 402 or permission of the instructor taking CHIN 422T

**Enrollment Preferences:** students majoring in a related field

**Enrollment Limit:** 40

**Expected Class Size:** 20

**Distribution Notes:** meets Division 1 requirement if registration is under ASST

**Distributional Requirements:** Division 1

**Other Attributes:** FMST Core Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Christopher Bolton

**ASST 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 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 particular attention to the history of the book in 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,
This course fulfills the Exploring Diversity Initiative requirement in that it disputes 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: 35-40

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

Not Offered Academic Year 2018

LEC Instructor: Anne Reinhardt

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, extensive cultural production in English, and 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 oppositions of difference through the development of the modern Chinese multi-ethnic society. The historical trajectory 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 2018

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Anne Reinhardt

ASST 217(S) Early Modern Japan

Crosslistings: HIST 217/ASST 217

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, and material culture, the quality of life, legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

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; not available for the fifth course option

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 2018

SEM Instructor: David Edwards

ASST 212 Modern Japan

Crosslistings: HIST 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 recovery -- all 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: 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
Distributional Requirements: Division 2

Other Attributes: GBST Asian Studies Electives, HIST Group B Electives – Asia
Not Offered Academic Year 2018
TUT Instructor: George Crane

ASST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D)

Crosslistings: HIST 219/COMP 229/ASST 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 absorption of the samurai class in the late 1800s. We will focus on the political and aesthetic culture of the ruling elite, and 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 modern 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
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group B Electives - Asia, HIST Group P Electives - Premodern
Not Offered Academic Year 2018
LEC Instructor: Christopher Bolton

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 of 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
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 ASST
Distributional Requirements: Division 1
Not Offered Academic Year 2018
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 2018
LEC Instructor: Aparna Kapadia

ASST 222(S) 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 Mughal Empire and will address topics such as the "discovery of India", the connect 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 multiple sources, 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, 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
Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Aparna Kapadia

ASST 223(S) 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 undercurrent 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 military have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religion and state, politics and culture all have roles in this story. For religious traditions, 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: 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
Spring 2018
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Peter Just

ASST 243 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
ASST 244(F) Mind and Persons in Indian Thought

Crosslistings: REL 244/ASST 244

In this course, we follow the conversations among Indian philosophers concerning the self and the attainment 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 idea of an independent self. We then 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 and historical commentary and 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

ASST 245T Nationalism in East Asia (D)

Crosslistings: PSYC 245/ASST 245/IST 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: five 5-page papers and five 2-page critiques
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

ASST 246T(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? Why have 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 the theorizing the cultural and political significance of these readings and analysis have 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

ASST 247 Tibetan Civilization (D)

Crosslistings: REL 245/ASST 247

Often depicted as Shangri-la, a mythical and ideal country, Tibet has had the unfortunate 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 complex and historical Tibet 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 Tibetans have faced the challenge of how to use their institutions and culture to resist oppression. In this way, we get a feeling in the Tibetan world, and the indispensable assessment of Western representations of Tibet becomes not just an exercise in self-representation 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

ASST 248 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 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 reproductives 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 among the body in South Asia.

Class Format: lecture
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: 15
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, WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2018
SEM Instructor: Kim Gutschow
ASST 250(F) 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 paragones that are idealized virtues that are said to embody a distinct 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 productions of moral paragones, as part of how societies manage difference and articulate hierarchies of privilege and power.
Class Format: lecture/discussion
Requirements/Evaluation: in-class participation, short writing assignments, midterm, and a self-scheduled 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, PHIL - Related Courses

Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jason Storm

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 explore 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.
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 East Asian Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Jason Storm

ASST 253(S) Love and Death in Modern Japanese Literature (D)
Crosslistings: COMP 255/ASST 253
One thing that surprised 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 literature and compares it with our own by reading Japanese fiction and asking how the 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 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 will be conducted in English.
Class Format: seminar/lecture/discussion
Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ASST
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: GBST East Asian Studies Electives

Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Christopher Bolton

ASST 254 Beauty, Danger, and the End of the World in Japanese Literature
Crosslistings: COMP 264/ASST 254
From the endemic warfare of the medieval era to the atomic bombing and the violent expansion of Eurocentrism in the late 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 spectacle 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 such as The Tale of the Heike; World War II fiction and films by Isse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo 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
Distribution Notes: meets Division 1 requirement if registration is under ASST
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Christopher Bolton

ASST 255(F) 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 laity, 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
Other Attributes: GBST East Asian Studies Electives, PHIL - Related Courses, REL South Asian Tradition

Fall 2017
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Georges Dreyfus

ASST 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 transformed gender 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 the ways in which women and men in America 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 midterms papers, weekly GLOW participation, final research papers, and class participation

Extra Info: none

Enrollment Preferences: none

Enrollment Limit: 35

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 2018

SEM Instructor: Kim Gutschow

ASST 266(F) Confession and Deception in Japanese Literature Crosslistings: COMP 266/ASST 266

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; along 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 Nijô, 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, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

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

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Enrollment Limit: 25

Expected Class Size: 15

 Distribution Notes: meets Division 1 requirement if registration is under ASST

Distributional Requirements: Division 1

Other Attributes: GBST East Asian Studies Electives

Semester: Fall 2017

Instruction: Christopher Bolton

ASST 270(S) Japanese Art and Culture (D)

Crosslistings: ARTH 270/ASST 270

This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the development of pictorial techniques and subject matter in the works of contemporary 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 kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example). As an EDI course, this course also helps acquire skills in cultural critique, especially when considering the interconnectedness between Japan and other cultures, both Eastern and Western, throughout its history.

Class Format: lecture/studio

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

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

Spring 2018

Lec Section: 01

TR 09:55 AM 11:10 AM

Instructor: Ju-Yu Jang

ASST 271 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 medieval 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, human-animal hybrids, and other supernatural entities. 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 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 subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, and 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 okotoks, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Itaka 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 tale they find fascinating and locate it in its broader cultural context. Doing so will put you 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

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: MIST Related Courses

Not Offered Academic Year 2018

SEM Instructor: Jason Storm

ASST 274(S) 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 those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful 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: one 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

Semester: Spring 2018

Lec Section: 01

M 01:10 PM 03:50 PM

Instructor: Ju-Yu Jang

ASST 284 Introduction to Asian American History (D) Crosslistings: HIST 284/ASST 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 conflicts that they came to face due to their status as foreigners. It examines interactions with other ethnic-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: ASST Comp Studies in Race, Ethnicity, Diaspora, ASAM Core Courses, HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2018

LEC Instructor: Scott Wong

ASST 286 Japanese Popular Visual Culture

Crosslistings: COMP 286/ARTH 286/ARTH 586/ASST 286

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, print culture, animation (Oshi, Miyazaki, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and (Oshi, Miyazaki, Kurosaki). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: lecture/discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

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

Prerequisites: none

Enrollment Preferences: students majoring or considering a major in a related discipline

Enrollment Limit: 35

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ASST

Distributional Requirements: Division 1

Not Offered Academic Year 2018

ASST 313 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 discussions, 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; open to 15+ (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 2018

SEM Instructor: Anne Reinhardt

ASST 319(F) 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 (16th-18th Centuries), we will examine the religious, marital, sexual, and child-related 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 the considerable variety among these ideas and practices at different points in time.

Class Format: 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

Fall 2017

LEC Section: 01 M 07:00 PM 09:40 PM Instructor: Anne Reinhardt

ASST 321(F) History of U.S.-Japan Relations (D)

Crosslistings: HIST 321/ASST 321

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured cooperation. We will examine 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 dichotomous relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries. We will have shared readings in which each country is understood and portrayed by 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 pop culture. Content 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: ASST East Asian Studies Electives, HIST Group B Electives - Asia, HIST Group P Electives - U.S. + Canada, MAST Interdepartmental Electives

Fall 2017

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Eiko Siniawer

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 Buddhism to address the impasses of Western philosophy to starting 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 reading assignment, and 1-2 short papers (5 pages each)

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 2018

SEM Instructor: Jason Storm

ASST 341 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 all other world’s 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, anticolonial 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
cultural history of our various communities, and in its critical theorization of the
commensurability (or not) of distinctive systems of inequity, 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
Not Offered Academic Year 2018
SEM 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
explores the various ways in which images have been used in the Zen Buddhist tradition. It explores the various ways in which
images are produced, viewed, and
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 2018
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 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 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 2018
SEM Instructor: David Edwards

ASST 376 Zen Buddhist Visual Culture: The Path to Nirvana (W)
Crosslistings: ARTH 376/ASST 376/REL 252
This course is about the cultural phenomena 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 Bodhidharma 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/ASST, meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
LEC Instructor: Ju-Yang Ju

ASST 384(F) Selected Topics in Asian American Studies (D)
Crosslistings: HIST 384/ASST 384

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 learn 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: lecture
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
Not Offered Academic Year 2018
SEM Instructor: Scott Wong

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 learn 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: lecture
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
Not Offered Academic Year 2018
SEM Instructor: Jessica Chapman

ASST 391 When India was the World: Trade, Travel and History in the
Indian Ocean (D)
Crosslistings: HIST 391/ASST 391/GBST 391

What do the ruins of 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 globalization. Moving away from conventional land-centric histories,
we will focus instead on understanding the human past through oceanic
interactions. South and Southeast Asian ports and 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 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 sequence, we will explore the various cultural interactions that
shaped the region, with special attention to 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, Exploring Diversity

**Other Attributes:** GBST South + Southeast Asia Studies Electives, HIST Group B Electives - Asia, HIST Group P Electives - Premodern, MAST Interdepartmental Electives

**Not Offered Academic Year 2018**

**SEM Instructor:** Aparna Kapadia

**HIST 413T (F) History of Taiwan (W)**

**Crosslistings:** HIST 481/ASST 413

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation; an "invaluable 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

**Fall 2017**

**TUT Section:** T1 TBA Instructor: Anne Reinhardt

**HIST 414 Merchant Cultures and Capitalist Classes in China and India**

**Crosslistings:** HIST 414/ASST 414

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 futures. 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 2018**

**SEM Instructor:** Anne Reinhardt

**HIST 415 Gods and Kings: Historical Narratives from India (W)**

**Crosslistings:** HIST 415/ASST 415/COMP 415

India's long history with earliest written records going back to 2000 B.C.E. presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite research that has undermined the factual and conceptual basis of this theory. The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition 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:** class participation, several short papers and a substantial final paper based on primary sources

**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

**Distributions:** 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 2018**

**SEM Instructor:** Aparna Kapadia

**ASST 460 Economic Development of China**

**Crosslistings:** CON 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 urban and rural incomes; he problem of poverty and inequality, and the role of gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economic 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 2018**

**SEM Instructor:** Jessica Leight

**ASST 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 to Vietnam. 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; not available for the fifth course option

**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 P Electives - U.S. + Canada

**Not Offered Academic Year 2018**

**SEM Instructor:** Jessica Chapman

**ASST 486 The Pacific War in Japanese Historical Memory (W)**

**Crosslistings:** HIST 486/ASST 486

Almost seven decades after Japan's surrender, the enduring question of how to best remember the Pacific War continues to provoke controversy within both 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 conflict women and the Nanjing 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; not available for the fifth course option; 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; Distributional Requirements: Division 2, Writing Intensive; Other Attributes: HIST Group B Electives - Asia; Not Offered Academic Year 2018; TUT Instructor: Eiko Sinaiwer

ASST 488(T) Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/GBST 488/REL 388 This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance 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 family, to name just a few of his obsessions 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 peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read 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: 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: upper level 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; Spring 2018; TUT Section: T1 TBA 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 2017; HON Section: 01 TBA Instructor: Li Yu

ASST 494 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 Not Offered Academic Year 2018; HON Instructor: Li Yu

ASST 497(F) Independent Study: Asian Studies Asian Studies independent study. Class Format: independent study; Distributional Requirements: Division 2 Fall 2017; IND Section: 01 TBA Instructor: Li Yu

ASST 498 Independent Study: Asian Studies Asian Studies independent study. Class Format: independent study; Distributional Requirements: Division 2

Not Offered Academic Year 2018; IND 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 oral comprehension, speaking, reading, and writing, as well as Classical Chinese, and, on an irregular basis, introductory courses in Cantonese, Taiwanese, Chinese linguistics, and Second Language Acquisition. The course numbering system for Mandarin is sequential. Students must take courses from CHIN 101 to 102 to 201, 202, 301, 302, 401, 402. 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 or Chinese 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 not available for the fifth course option; Prerequisites: none; Enrollment Limit: 12; Expected Class Size: 12; Distributional Requirements: Division 1, Exploring Diversity; Fall 2018; LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:30 AM 09:45 AM Instructor: Cornelius Kubler; LEC Section: 02 MWF 10:00 AM 10:50 AM TR 09:55 AM 11:10 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 in both the simplified and the traditional script at about the 500-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 not available for the fifth course option; Prerequisites: none; Enrollment Limit: 12; Expected Class Size: 12; Distributional Requirements: Division 1, Exploring Diversity; Spring 2018; LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:30 AM 09:45 AM Instructor: Cornelius Kubler; LEC Section: 02 MWF 10:00 AM 10:50 AM TR 09:55 AM 11:10 AM Instructor: Cornelius Kubler
CHIN 131 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 and North America. Due to the prestige influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese and which have become more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions and discussion.

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written 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 Preferences: Chinese and Asian Studies majors who have no prior background in Cantonese.

Enrollment Limit: 12

Distributional Requirements: Division 1

Expected Class Size: 12

Not Offered Academic Year 2018

LEC Instructor: Cornelius Kubler

CHIN 140(F) Introduction to Traditional Chinese Literature
Concluding CHIN 140...

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course will examine the development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature and ways of dealing with historical and literary legacies. All readings are in English translation.

Class Format: lecture.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7 pages), and a final exam.

Prerequisites: none.

Enrollment Preferences: none.

Distributional Requirements: Division 1

Fall 2017

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Christopher Nugent

CHIN 201(F) Intermediate Chinese (D)

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the course, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin. 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: drill/discussion/reading.

Requirements/Evaluation: evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam.

Extra Info: not available for the fifth course option.

Prerequisites: CHIN 102 or permission of instructor.

Enrollment Limit: none.

Expected Class Size: 12.

Distributional Requirements: Division 1, Exploring Diversity.

Fall 2017

LEC Section: 01 MWF 09:00 AM 09:50 AM AMTR 08:55 AM 09:45 AM Instructor: Li Yu

LEC Section: 02 MWF 10:00 AM 10:50 AM AMTR 09:55 AM 10:45 AM Instructor: Li Yu

CHIN 202(S) Intermediate Chinese (D)

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the course, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. Conducted in Mandarin. 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: drill/discussion/reading.

Requirements/Evaluation: evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam.

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

Prerequisites: CHIN 201 or permission of instructor.

Enrollment Limit: none.

Expected Class Size: 12.

Distributional Requirements: Division 1, Exploring Diversity.

Spring 2018

LEC Section: 01 MWF 09:00 AM 09:50 AM AMTR 08:55 AM 09:45 AM Instructor: Cecilia Chang

LEC Section: 02 MWF 10:00 AM 10:50 AM AMTR 09:55 AM 10:45 AM Instructor: Cecilia Chang

CHIN 223 Ethnical 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 multilingual 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 and the current situation of the fifty-five official ethnic minority groups; historical sino-centric visions of foreign ethnic "barbarians" ideas of "diversity," "unity," and "sinicization"; 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, one mid-term, and one final paper.

Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish to open up to other possibilities.

Enrollment Preferences: Chinese, Japanese, or Asian Studies majors, and then first-year students.

Enrollment Limit: 20.

Distributional Notes: Division 2 requirement if registration is under CHIN.

LEC Instructor: Li Yu.

Distributional Requirements: Division 2, Exploring Diversity.

Extra Attributes: ASAM Related Courses, GBST East Asian Studies Electives.

Not Offered Academic Year 2018

LEC Instructor: Li Yu.

CHIN 226(S) Chinese Film and Its Significant Others

Crosslistings: CHIN 226/COMP 296.

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 (A Trip to the Moon, $527 grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and foreign-language industries to write colloquial Cantonese and which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, they should be able to attain in one semester approxim--
CHIN 227/COMP 227/THREA 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 the semicolonial Shanghai of 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 Opera, revolutionary and avant-garde rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onset and the performance-making backstage) place "China" on the global stage; and shaped racial, gender, and national identities among play-going audiences. We will also explore how performance practices were reinvented as "cultural tradition" and "a national essence" in the early 20th century; and how agents of Chinese performance, as makers of meaning, interpreted "a world of real things and threats to real-life articulations 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, creative thinkers, artists, and performers, students, 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 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
Not Offered Academic Year 2018
LEC Instructor: Man He

CHIN 228 Traditional Chinese Poetry (D) (W)
Crosslistings: CHIN 228/COMP 225
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 woman. Chinese poets sang about communicating with the gods and about brewing ales, sometimes in the same poem. In this course we will read and discuss poems from the first 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 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
Enrollment Preferences: students with previous experience of poetry or Chinese required
Enrollment Limit: open to all
Expected Class Size: 19
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Not Offered Academic Year 2018
LEC Instructor: Christopher Nugent

CHIN 227(F) Present Past: The Politics of Memory in Contemporary Chinese Literature and Films (W)
Crosslistings: CHIN 227/COMP 227
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, for better or worse, in Chinese culture? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant-readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the international cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, five short critical essays on a partner's paper, one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
TUT Section: T1 TBA Instructor: Man He

CHIN 252(F) 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 second language 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 second language learners' cognitive, affective, and social profiles, factors affecting memory, 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 explore ways in which SLA theories can be applied to facilitate acquisition of second languages. This course is recommended for students who are planning to teach Chinese as a second language at all levels. The course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.

Class Format: lecture/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
Not Offered Academic Year 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Cecilia Chang

CHIN 253 "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, "Disease"—a universal human experience that is nevertheless heavily bound 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-siecle "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 explore how literature and culture in China and the West have "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will explore how literature and culture in China and the West have

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages) and one final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity
Not Offered Academic Year 2018
LEC Instructor: Man He

CHIN 272(S) The History and Mythology of Chinese Scripts (D)
Crosslistings: CHIN 272/COMP 272
What should we call "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misused role for contemporary tattoos. We will look at historical evidence and mythology,
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity

Spring 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Christopher Nugent

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: 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 202 or permission of instructor
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity

Fall 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Cecilia Chang
CON Section: 02 MW 11:00 AM 11:50 AM Instructor: Cecilia Chang
CON Section: 03 MW 12:00 PM 12:50 PM Instructor: Cecilia Chang

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, Exploring Diversity

Spring 2018
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Li Yu
CON Section: 02 MW 11:00 AM 11:50 AM Instructor: Li Yu
CON Section: 03 MW 12:00 PM 12:50 PM Instructor: Li Yu

CHIN 312(F) Introduction to Classical Chinese
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century B.C.E. through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 B.C.E) through the Han (206 B.C.E-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages
Enrollment Limit: none
Expected Class Size: 12
Distributional Requirements: Division 1 F

Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Christopher Nugent

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 2017
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 2018
LEC Section: 01 TR 11:20 AM 12:35 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 class performance, homework, quizzes, tests, and a final project
Prerequisites: CHIN 402 or permission of instructor
Enrollment Preferences: Chinese majors
Distributional Requirements: Division 1 Not Offered Academic Year 2018
SEM Instructor: Cecilia Chang

CHIN 413(S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature
This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian Analects, the Mencius, and the Zhuangzi. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.
CHIN 421 Slides, Stage, and Cinema: Modern Writers “Looking at” China

"Liberated" by the development of written vernacular Chinese yet "famed" by the concerns of modern 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, genre hierarchies, and cultural modernity. The 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 fiction, essays, and films (English translation of the primary sources and relevant background). We will explore modern Chinese literature 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**: FSTM Related Courses

**Not Offered Academic Year**: 2018

**SEM Instructor**: Man He

---

CHIN 422T(S) Old Shanghai, New Shanghai (W)

**Crosslistings**: CHIN 422/ASST 122

Once nicknamed as "Paris 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 city full 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 multicultural city, 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 (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in English should register under CHIN 422T. Students can choose to register for CHIN 422T and students wishing to take the course in Chinese should register under CHIN 422T.

**Materials/Lab Fee**: $100

**Distribution Notes**: meets Division 1 requirement if registration is under ASST or CHIN

**Distributional Requirements**: Division 1, Writing Intensive

**Spring 2018**

**TUT Section**: T1

**Instructor**: Li Yu

---

**CHIN 431 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? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? 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. The class will be divided into: 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.

**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 language courses

**Enrollment Preferences**: current or prospective Chinese or Asian Studies majors

**Enrollment Limit**: 20

**Expected Class Size**: 12

**Distributional Requirements**: Division 1

**Not Offered Academic Year**: 2018

**LEC Instructor**: Cornelius Kubler

---

**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)

**Enrollment Limit**: none

**Distributional Requirements**: Division 1

**Fall 2017**

**HON Section**: 01

**TBA Instructor**: Li Yu

**CHIN 494(S) 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

**Spring 2018**

**HON Section**: 01

**TBA Instructor**: Li Yu

---

**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

**Fall 2017**

**IND Section**: 01

**TBA Instructor**: Li Yu

---

**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

**Spring 2018**

**IND Section**: 01

**TBA Instructor**: Li Yu

---

**COURSES IN JAPANESE (Div. I)**

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 Japan, culture, linguistics and literature in translation are also offered. The course numbering system for Japanese 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 to 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

---
of the distribution requirement, all courses in Japanese are considered Distribution 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 sociolinguistic 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 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 2017**

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Kasumi Yamamoto

CON Section: 02 MWF 11:00 AM 11:50 AM Instructor: Jinhwa Chang

CON Section: 03 MWF 12:00 PM 12:50 PM Instructor: Jinhwa Chang

**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 2018**

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Jinhwa Chang

CON Section: 02 MWF 11:00 AM 11:50 AM Instructor: Mamoru Hatakeyama

CON Section: 03 MWF 12:00 PM 12:50 PM Instructor: Mamoru Hatakeyama

**JAPN 131 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 variation, are discussed where appropriate. The analysis of linguistic data will be used to illustrate the fundamental concepts of the course. We will also use Japanese as the target language 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 variation and underlying universality across languages.

**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:** 20

**Distributional Requirements:** Division 1

**Not Offered Academic Year 2018**

LEC Instructor: Mamoru Hatakeyama

**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 sociolinguistic 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:** 20

**Distributional Requirements:** Division 1, Exploring Diversity

**Fall 2017**

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Mamoru Hatakeyama

CON Section: 02 Cancelled 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 sociolinguistic 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, Exploring Diversity

**Spring 2018**

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Mamoru Hatakeyama

CON Section: 02 MWF 09:00 AM 09:50 AM Instructor: Kasumi Yamamoto

CON Section: 03 MWF 10:00 AM 10:50 AM Instructor: Kasumi Yamamoto

**JAPN 223(S) Japanese Food Culture in a Global Context (D)**

**Crosslistings:** JAPN 223/COMP 223

The bourgeoning popularity of Japanese food on a global scale has resulted in the emergence of new research literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multilethic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture. This is an EDI course, as this course explores issues of diversity in socio-cultural, historical, and political contexts.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, three response papers, two small projects (including descriptions & class presentations), and one research paper & presentation

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

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 1, Exploring Diversity

**Spring 2018**

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Shinko Kagaya

**JAPN 258(S) Language and Literacy Development**

**Crosslistings:** JAPN 258/CGBS 258/PSYC 258

Language is uniquely a human function and fundamental to one’s participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy
acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1 requirement if registration is under JAPN, meets Division 2 requirement if registration is under COGS, or PSYC
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructors: Mamoru Hatakeyama, Kasumi Yamamoto

JAPN 260 Japanese Theatre and its Contemporary Context
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 (nohgaku, 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? 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 2018

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 examine how these changes have been expressed in 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 papers, and one longer paper
Prerequisites: none; open to all
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Shinko Kagaya

JAPN 274T(F) Confronting Japan (W)
Crosslistings: JAPN 274/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 untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contemporaries. 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
Prerequisites: none
Enrollment Preferences: Japanese majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
TUT Section: T1 TBA Instructor: Shinko Kagaya

JAPN 276 Premodern Japanese Literature and Performance Crosslistings: JAPN 276/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 at 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 (1185-1590), when we will see the expansion and 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. All readings and discussions will be in English.

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
Not Offered Academic Year 2018

JAPN 301(F) Upper-Intermediate Japanese (D)
This course is a continuation of Japanese 201 and 202. Students will, further develop their 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: 15
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: Mamoru Hatakeyama

JAPN 302(S) Upper-Intermediate Japanese (D)
This course is a continuation of Japanese 301. Students will, further develop their 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, Exploring Diversity
Spring 2018
LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: Jinhwa Chang

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
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, Exploring Diversity
Fall 2017
LEC Section: 01 MWF 11:00 AM-12:15 PM Instructor: Shinko Kagaya

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, Exploring Diversity
Not Offered Academic Year 2018
SEM Instructor: Shinko Kagaya

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 US.
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 2018
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 2018
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 and then seniors and juniors
Enrollment Limit: 5
Expected Class Size: 5
Distributional Requirements: Division 1, Exploring Diversity
Not Offered Academic Year 2018
SEM Instructor: Kasumi Yamamoto
JAPN 498(S) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Distributional Requirements: Division 1
Spring 2018

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 exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from gravitational radiation? 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 (administered 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 preparatory study in 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 so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students’ undergraduate training is experience in physics and mathematics. Therefore, the major normally begins in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. 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.

Major Requirements for Astrophysics

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

Three 400-level astronomy courses or Two 400-level astronomy courses and one of the following: Astronomy 211T Astronomical Observing and Data Analysis Physics 302 Statistical Physics Physics 402T Applications of Quantum Mechanics Physics 405T Electromagnetic Theory Physics 411T Classical Mechanics Physics 418 Gravity

Physics 131 Particles and Waves or Physics 141 Particles and Waves—Enriched or equivalent placement


The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement 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 relationship, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

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 wanting 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 the thesis work during 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 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 number 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 chairs as early as possible.

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 also provides for the second major for students concentrating in another field. The Astronomy 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.

There are several 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.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astronomy 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 200-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 42G Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

134
ASTR 101(F) Stars: From Sun 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 do we learn about the Sun from total solar eclipses? 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 will speculate on 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, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and their findings, 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. The course also discusses pulsars and black holes resulting 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 regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course, on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students 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
Prerequisites: none
Enrollment Limit: 48
Expected Class Size: 24

ASTR 102(S) 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 and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, 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 4000 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/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate 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.
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
Prerequisites: none
Enrollment Limit: 48
Expected Class Size: 24

ASTR 104 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

ASTR 101(F) Stars: From Sun 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 do we learn about the Sun from total solar eclipses? 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 will speculate on 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, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and their findings, 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. The course also discusses pulsars and black holes resulting 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 regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course, on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students 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
Prerequisites: none
Enrollment Limit: 48
Expected Class Size: 24

ASTR 102(S) 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 and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, 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 4000 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/K2/TESS missions. We regularly discuss the latest news briefs 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.
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
Prerequisites: none
Enrollment Limit: 48
Expected Class Size: 24

ASTR 104 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 from the traditional use of light and other forms of electromagnetic radiation. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring clarity and images of this vast sea of objects and their environment. We will study these objects and their properties, and thus enlarge our understanding of the Big Bang. In addition, study of the early universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey are giving clues into how the universe is currently and its history and the universe, and the exploits the answers to questions like: What is the Milky Way? What are quasars so luminous? Is the universe made largely of "dark matter" and "dark energy"? What determines the ultimate fate of the universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the universe is 13.8 billion years old and indicated that the universe's expansion is accelerating? We regularly discuss the latest news briefs 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 and 102, and students who have taken those courses are welcome.

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, lab reports, and an observing portfolio.

Extra Info: not available for the fifth course option.

Prerequisites: none; not open to students who have taken or are taking ASTR 330.

Enrollment Limit: 48

Expected Class Size: 24

Dept. Notes: non-major course

Not Offered Academic Year 2018

LEC Instructor: Jay Paschoff

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. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to st

Class Format: lecture/discussion, observing sessions, and five labs per semester.

Requirements/Evaluation: evaluation will be based on problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent.

Enrollment Limit: 28

Expected Class Size: 20

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017

LEC Section: 01 TR 11:20 AM-12:35 PM Instructor: Karen Kwitter

LAB Section: 02 M 01:00 PM-04:00 PM Instructor: Steven Souza

LAB Section: 03 R 01:00 PM-04:00 PM Instructor: Steven Souza

ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance in Hell?

A focused investigation of the possibility of life elsewhere in the galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its component parts: how we examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Class Format: tutorial.

Requirements/Evaluation: evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester; as well as improvement in speaking and writing.

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

Prerequisites: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation; instructor's permission required.

Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111.

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3, Writing Intensive

Not Offered Academic Year 2018

TUT Instructor: Karen Kwitter

ASTR 211(F) Astronomical Observing and Data Analysis (Q)

This course will introduce techniques for obtaining and analyzing astronomical data. We begin by learning about practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data processing, and reduction techniques. We will then use this knowledge to learn how to detect gravitational waves, galaxies and clusters of galaxies, stars and their planets, supernovae, and asteroids. Finally, we will examine current efforts to detect planets within our solar system as well as on newly discovered extrasolar planets (including a discussion of the first reported detection of gravitational waves, the launching of the James Webb Space Telescope) and ground-based (e.g., Atacama Large Millimeter Array), and work with some of their data.

Class Format: tutorial, plus a 1-hour weekly group meeting, computer lab work and observing.

Requirements/Evaluation: evaluation will be based on tutorial presentations and weekly problem sets, an hour exam and observing projects.

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

Prerequisites: MATH 150 or 151; prior experience with Unix is helpful, but not required.

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017

TUT Section: T1 F 01:00 PM-02:00 PM Instructor: Karen Kwitter.

LAB Section: T2 M 07:00 PM-09:40 PM Instructor: Karen Kwitter.

ASTR 330 The Nature of the Universe

This course is a journey through space and time from the first few seconds to the present day and the future. The universe billions of years ago, and we analyze the evidence for the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and giant black holes, relativistic, the detection of gravitational waves, galaxies and quasars, and the 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 ASTR, ASPH, 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, Not Offered Academic Year 2018

LEC Instructor: Karen Kwitter.

ASTR 336(S) 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 "grand narratives" of the universe, and using such recent journals as The Skeptical Inquirer and 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 controversy and their effects on policy. We discuss the vaccination 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, sugar, and fat in health. We also 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 a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.
ASTR 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 the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and 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, 1793). 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 not offered, 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  

ASTR 402T(S) 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 reveal 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 dazzling 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 its various forms. We will learn about 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. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Class Format: Tutorial, plus a 1-hour weekly group meeting; computer lab work and observing projects  
Requirements/Evaluation: evaluation will be based on tutorial presentations and weekly problem sets. Credit will be given for programing and technical problems and for the results of their independent analysis and experiments.

ASTR 412T Solar Physics (W)  
We study all aspects of the Sun, our nearest star. We evaluate scientific results from the total solar eclipse of August 21, 2017, the first eclipse whose totality crosses the U.S. from coast to coast since 1918 and the first to be entirely visible in the US since the nation’s founding. In addition to discussing what has been learned about the solar atmosphere from eclipse and related space 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 GOES16/UVSI (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 recent “chirps” of gravitational radiation from AIGO. We will also incorporate into our sessions the results from the 2016 solar eclipse of Oregon and the 2017 eclipse of the Sun (and the 2019 eclipse of the Moon) that will cross the U.S. from coast to coast since 1918 and the first to be entirely visible in the US since the nation’s founding. In the Spring 2018 class, we will also include a visit to a solar observatory in California.

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 understanding of the course. Participation expectations are high.

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

Distributional Requirements: Division 3, Writing Intensive  

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, Writing Intensive  

ASTR 494(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, Writing Intensive  

ASTR 497(F) Independent Study: Astronomy  
In consultation with a faculty member, independent study of topics not covered in the current curriculum.

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, Writing Intensive  

ASTR 498(S) Independent Study: 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, Writing Intensive  

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.
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 have provided important 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 relationship 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 modern areas of the biochemical 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 those courses in both chemistry and biology 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 complete 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 biochemistry 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/CHEM 321 Biochemistry I: Structure and Function of Biological Molecules
- BIMO 321/BIOI 321/CHEM 321 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

BIMO 301 Developmental Biology
BIMO 305 Evolution
BIMO 306 Cellular Regulatory Mechanisms
BIMO 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIMO 310/NSCI 310 Neural Development and Plasticity
BIMO 313 Immunology
BIMO 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIMO 319/MATH 319/CHEM 319/PHYS 319/CSC 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 Worlds
BIMO 410 Nanomachines in Living Systems
BIMO 414 Life at Extremes: Molecular Mechanisms
BIMO 416 Epigenetics
METB 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 Bioinorganic 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 Thermodynamics 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. Therefore, there are 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)

Crosslistings: BIMO 321/BIOI 321/CHEM 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 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 the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/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 Biochemistry and Biology 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

BIMO 322(S) Biochemistry II: Metabolism (Q)

Crosslistings: BIMO 322/BIOI 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 graphical analysis of the data generated

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

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

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 2018

LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Pei-Wen Chen
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 2018

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Robert Savage

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 was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level course, Computer Science and Biology and Statistics, 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
BIOL 319/MATH 319/CHM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab

Recommended Courses (in addition to the core course):
BIOL 202 Genetics
BIOL 305 Evolution
BIOL 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/BIOLOG 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOLOG 322 Biochemistry II: Metabolism
MATH 337 Phylogenetics
PHYS 302 Statistical Mechanics & Thermodynamics
STAT 231 Statistical Design of Experiments

BIOLOGY (DIV III)

Chair: Professor JOAN EDWARDS


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 and 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 college 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.

BIOINFORMATICS, 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 with Biology faculty members associated with the program and 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. Although the presentation of a thesis and associated oral presentation in the fall and poster defense 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 principles and knowledge and the student’s ability to complete the independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult 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 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.

The minimum course requirement for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory), two 400-level courses (one of which must have laboratory), and Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

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 study. 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 the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

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 taken during study abroad. Students should meet with the Department Chair to discuss study abroad options. You can find general study away 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 the transcripts of the relevant 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 enzymes, 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: 48/Lecture
Expected Class Size: 192
Distributional Requirements: Division 3

BIOL 102(S) The Organism
This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to whole 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: 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

BIOL 110(F) Bowen’s World of Biology
This course, 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 of 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 biweekly laboratory exercises and laboratory report
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
BIOL 134(S) 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 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 the human environment and physiology. The course begins with a survey of the tropical environment 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 environmental issues of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the ED requirement.

Class Format: lecture/debate, three hours per week
Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, and panel presentations in class 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

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. Through these and other 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 ED 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 BIOL 132
Enrollment Limit: 20
Expected Class Size: 20

Distributional Requirements: Distribution 3, Exploring Diversity
Other Attributes: PHLL Biomedical Determinants of Health
Not Offered Academic Year 2018

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 bi-weekly 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: PHLL Biomedical Determinants of Health

BIOL 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 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 (sucception, 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

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 di
e

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper
Extra Info: 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: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3
Other Attributes: PHLL Biomedical Determinants of Health

BIOL 205(S) Physiology

This lecture-based course examines principles, patterns, and mechanisms of physiological 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 final analysis of gross structure.

Requirements/evaluation: evaluation will be based on hour exams, laboratory reports, and a final exam
Prerequisites: BIOL 101 and 102; open to first-year students with permission of the Biology department
Enrollment Preferences: seniors, then juniors, then sophomores
Enrollment Limit: 72
Expected Class Size: 72

BIOL 210(S) Mathematical Biology (Q)

Crosslistings: MATH 310/BIOL 210

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will use analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics. In addition to lecture and discussion sessions, there will be computer labs and a final project.

Class Format: lecture
Requirements/Evaluation: homework, exams, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 209 (or related), MATH 250, or permission of instructor
Enrollment Preference: students who have not taken a modeling course as well as students interested in pursuing mathematical biology
Enrollment Limit: 30
Expected Class Size: 20

BIOL 211 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 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 BIOL 102, 203 or 205 course or BIOL 102, 203 or 205
Enrollment Preferences: sophomores and juniors
Enrollment Limit: 15
Expected Class Size: 12

BIOL 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: may not be available/or the fifth course option
Prerequisites: BIOL 101 or PSYC 101; open to first-year students only with permission of instructor
Enrollment Preferences: sophomores and Biology and Psychology majors
Enrollment Limit: 72
Expected Class Size: 72

BIOL 214T 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 used in various areas such as ecology, epidemiology, and economics. We will learn how to understand these models through both standard analytic techniques such as linearization 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

BIOL 219T 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 online and board games. In this tutorial course, 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 chronic 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, each week's 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102
Enrollment Preferences: sophomores, students interested in public health

COGS Interdepartmental Electives, NSCI Required Courses, PSYC 200-level Courses

Distributional Requirements: Division 3

Distributional Requirements: Division 3

Distributional Requirements: Division 3

Distributional Requirements: Division 3

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Distributional Requirements: Division 3

Distributional Requirements: Division 3

Distributional Requirements: Division 3

Distributional Requirements: Division 3, Qua...
BIO 220(S) Field Botany and Plant Natural History
Crosslistings: BIO 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 developments in plant systematics, characteristics of plant families, and cultural-economic uses of plants, especially 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 notes, 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: 30
Expected Class Size: 25
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives, EVST Living Systems Courses, EXPE Experiential Education Courses, PHLH Nutrition, Food Security+Environmental Health
Spring 2018
LEC Section: 01 MWF 09:00 AM-09:50 AM Instructor: Heny Art
LAB Section: 02 T 01:00 PM-04:00 PM Instructor: Heny Art
LAB Section: 03 W 01:00 PM-04:00 PM Instructor: Heny Art

BIOL 231(F,S) Marine Ecology
Crosslistings: MAST 311/BIO 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, EVST Living Systems Courses, EXPE Experiential Education Courses
Fall 2017
LEC Section: 01 TBA , Tim Pusack
Spring 2018
LEC Section: 01 TBA , Tim Pusack

BIOL 234T(S) Biology of our Sexes: The Genetic and Epigenetic Regulation of Sex Determination (W)
Many physical and behavioral characteristics that are associated with male and female anatomy, physiology, and behavior are initially the products of molecular choices arising from the action of our chromosomes in early development. The embryonic assignment of sex can also lead to intersex or hermaphroditic outcomes in many different organisms with extraordinary and illuminating biological effects. We will explore the molecular mechanisms and evolutionary basis of sex determination in both plants and animals, as well as the physical and behavioral expression of sex by the organism discussed, and experiments that create and characterize traits and behavior of mosaic/intersex organisms. Additionally, the epigenetic regulation of the X chromosome in mammals has a canonical role in our understanding of sex determination, but whole genome studies and investigations of autosomes and the Y chromosome have raised new layers of complexity for understanding the molecular basis of human sex and sexuality.
Class Format: tutorial
Requirements/Evaluation: six 5-page papers; six 1-page response papers; tutorial presentations; discussion skills/investment
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202 (Genetics)
Enrollment Preferences: sophomores and juniors, with preference to Biology majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Writing Intensive
Spring 2018
TUT Section: T1 MWF 08:30 AM-09:45 AM Instructor: Tim Lebestyck

BIO 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 2017
IND Section: 01 TBA Instructor: Joan Edwards

BIO 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 2018
IND 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 can be 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: BIOM Interdepartmental Electives
Not Offered Academic Year 2018
LEC Instructor: Robert Savage

BIOL 302 Communities and Ecosystems (Q)
Crosslistings: BIO 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 to 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
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives, EVST Living Systems Courses, EXPE Experiential Education Courses
Not Offered Academic Year 2018
LEC Instructor: Manuel Morales

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
Expected Class Size: 24
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: BIOM Interdepartmental Recommended Courses, BIMO Interdepartmental Electives, COGS Related Courses
Spring 2018
LEC 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 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

**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 2018*

**LEC Instructor:** Dawn Carone

---

**BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic organisms, with internal and environmental factors that can affect their growth and development. Water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including plant development, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

**Class Format:** lecture/discussion/laboratory, six hours per week

**Requirements/Evaluation:** evaluation will be based on lab reports, a term paper, and an exam

**Prerequisites:** BIOL 202

**Enrollment Preferences:** Biology majors

**Enrollment Limit:** 24

**Expected Class Size:** 12

**Dept. Notes:** satisfies the distribution requirement in the Biology major

**Distributional Requirements:** Division 3

**Other Attributes:** BIMO Interdepartmental Electives, PHLH Nutrition, Food Security+Environmental Health

*Not Offered Academic Year 2018*

**LEC Instructor:** Claire Ting

---

**BIOL 310 Neural Development and Plasticity**

Crosslistings: BIOL 310/NSCI 310

Development can be seen as a tradeoff between genetically-determined and environmentally determined processes. 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 molecular mechanisms governing 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/lab, six hours per week

**Requirements/Evaluation:** exams

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

**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, NSCI Group A Electives

*Not Offered Academic Year 2018*

**LEC Instructor:** Tim Lebesky

---

**BIOL 311(F) 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 characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing electrophysiological and functional imaging techniques 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 papers, 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

**Dept. Notes:** does not satisfy the distribution requirement in Biology

**Distributional Requirements:** Division 3

**Other Attributes:** NSCI Group A Electives

*Fall 2017*

**LEC Section:** 01 MWF 09:00 AM 09:50 AM Instructor: Matt Carter
**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Matt Carter
**LAB Section:** 03 T 01:00 PM 04:00 PM Instructor: Matt Carter

**BIOL 313(S) Immunology**

The rapidly evolving field of immunology examines the complex network of interacting molecular mechanisms 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 lead to disease. Textbook readings will be supplemented with current literature.

**Class Format:** lectures, three hours a week; laboratory, three hours a week

**Requirements/Evaluation:** evaluation will be based on exams, laboratory reports, and a research paper

**Prerequisites:** BIOL 202

**Enrollment Preferences:** senior and then junior Biology majors

**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, PHLH Biomedical Determinants of Health

*Spring 2018*

**LEC Section:** 01 MWF 11:00 AM 11:50 AM Instructor: Damian Turner
**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Damian Turner
**LAB Section:** 03 T 01:00 PM 04:00 PM Instructor: Damian Turner

**BIOL 315(F) Microbiology: Diversity, Cellular Physiology, and Interactions**

Bioterrorism 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 evolution, genetics, molecular biology, and ecology. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe/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, metagenomics, 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 development and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature.

**Class Format:** lectures, three hours a week; laboratory, three hours a week

**Requirements/Evaluation:** evaluation will be based on exams/assignments, responses to thought questions on readings, a lab report/notebook, and a poster presentation

**Prerequisites:** BIOL 202

**Enrollment Preferences:** senior and then junior Biology majors

**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, PHLH Biomedical Determinants of Health

*Fall 2017*

**LEC Section:** 01 MWF 11:00 AM 11:50 AM Instructor: Lois Banta
**LAB Section:** 02 T 01:00 PM 04:00 PM Instructor: Lois Banta
**LAB Section:** 03 R 01:00 PM 04:00 PM Instructor: Lois Banta

**BIOL 319 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, physics, or students with 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 ovarian 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 301 and CSCI 225 or consent of instructor

BIOL 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)

Crosslistings: BIMO 321/BIOI 321/CHME 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 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 the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzyme assay. Note: students who have taken BIOL 202 but have not 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: 15
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Attributes: BGNP Core Courses, BIMO Interdepartmental Electives
Not Offered Academic Year 2018
LEC Instructor: Lois Banta

BIOL 322(S) Biochemistry II: Metabolism (Q)

Crosslistings: BIMO 322/BIOI 322/CHME 322
This lecture course provides an in-depth presentation of the complex metabolic reactions that 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
Enrollment Limit: 64
Expected Class Size: 64
Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Attributes: BGNP Related Courses, BIMO Required Courses

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: 24
Expected Class Size: 24
Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3
Attributes: BIMO Interdepartmental Electives

BIOL 329(F) Conservation Biology (Q)

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The overall theme of the course is on the role of stochastic and spatial processes for small populations and lecture/discussion topics will include extinction, the genetics of small populations, metapopulations, and conservation strategies. Labs will include a mixture of field, computer, and lab projects.

Class Format: lecture
Requirements/Evaluation: Evaluation will be based on lab assignments, two exams, and discussion participation.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202, 203, 302, or permission of instructor
Enrollment Preferences: preference given to biology majors, seniors, and juniors
Enrollment Limit: 24
Expected Class Size: 24
Dept. Notes: meets the distribution requirement of the biology major.

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

BIOL 330(S) Genome Architecture

This course will concentrate on the origin, function, and evolution of central features of eukaryotic genomes, including gene structure, genome size, and the complexity of gene regulation. Students will develop the ability to evaluate the contribution of neutral and adaptive processes in shaping genome complexity through: 1) critical evaluation of the primary research literature, 2) investigation of genome structural variation using wet-lab approaches, and 3) an original research project using publicly available genomic data.

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, written responses and in-class discussion of papers, laboratory reports, and a research paper based on an independent research
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202
Enrollment Preferences: Biology majors
Enrollment Limit: 24
Expected Class Size: 24
Distributional Requirements: Division 3
Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: David Loehlin
LAB Section: 02 T 01:00 PM 04:00 PM Instructor: David Loehlin
LAB Section: 03 W 01:00 PM 04:00 PM Instructor: David Loehlin

BIOL 402(S) Rapid Evolution in Ecology
Darwin believed that evolution was a slow process. Until recently, the impact of evolutionary changes on short-term ecological studies was considered to be minimal. However, empirical documentation of rapid, directly observed evolution has changed this view and has led to an increased focus on the joint dynamics of ecology and evolution including community genetics, niche construction, and evolutionary rescue. In this course, we will first study the literature presenting the evidence for rapid evolutionary change in natural and experimental populations. Then, we will explore the consequences of rapid evolutionary change for our understanding of population, community, and ecosystems, including the impacts that evolutionary changes have on conservation efforts and predicting the response of organisms to global environmental and climate change.
Class Format: seminar
Requirements/Evaluation: Evaluation will be based on participation in discussions, several short papers, and presentations.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202
Enrollment Preferences: Biology seniors who have not yet taken a 400-level course
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: satisfies the distribution requirement in the biology major
Distributional Requirements: Division 3
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Ron Bassar

BIOL 405T Sociobiology (W)
Sociobiology, or the study of social behavior, has challenged the limits of evolutionary theory since Darwin described the non-reproductive castes among social insects (i.e., eusociality) as “one special difficulty.” Inclusive fitness theory and Hamilton’s rule—that an altruistic act can evolve wherever 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 extra-ordinal sex ratios, and spittle 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 be not taken on a pass/fail basis; not available for the fifth course option
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: 10
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3, Writing Intensive
Not Offered Academic Year 2018
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 general role of exchange between the different organelles.
This course will mechanistically examine the dynamics of how the identity and function of a number of proteins that are involved in the formation and maintenance of membrane systems such as the endoplasmic reticulum, Golgi apparatus, and lysosomes 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 and discuss 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; not available for the fifth course option
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 2018
SEM Instructor: Alex Engel

BIOL 407 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 mutant studies, as well as new opti-genetic methods for investigating neural circuitry 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, NSCI Group A Electives
Not Offered Academic Year 2018
SEM Instructor: Tim Lebestky

BIOL 408 RNA Worlds
Ribonucleic acids (RNAs) serve as genomes, catalysts, messengers, adaptors, regulators, structural components, and evolutionary substrates. Non-coding RNAs such as miRNAs, ribozymes, and small interfering RNAs control a diverse range of biological processes including plant and animal development, translation, epigenetic chromosome silencing, and cancer. This course explores recently discovered non-coding RNAs and considers evidence for their mechanisms of action. Through extensive reading of primary literature, we will analyze experimental investigations that reveal our current understanding of the functions and evolution of non-coding RNAs in all three domains of life.
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 & BIMO 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 2018
SEM Instructor: Dawn Carone

BIOL 409T(F) Cultural Evolution in Biological Systems (W)
The evolution of genetically transmitted traits has been the subject of extensive study since the “modern synthesis” combined Darwin’s and Mendel’s ideas—later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are not genetically encoded via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neuroethological constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.
Class Format: tutorial
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

**Not Offered Academic Year 2018**

**Seminar Instructor:** Robert Savage

---

**BIOL 422 Ecology of Sustainable Agriculture**

**Crosslistings:** BIOL/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 given for 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:** 16

**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, PHLH Nutrition, Food Security+Environmental Health

**Not Offered Academic Year 2018**

**Seminar Instructor:** Henry Art

---

**BIOL 426T Frontiers in Muscle Physiology: Controversies (W)**

While an active muscle produces force, 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 tutor/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; one hour a week

**Requirements/Evaluation:** evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation

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

**Prerequisites:** BIOL 205

**Enrollment Preferences:** Biology majors who have not had a 400-level biology course

**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:** BIMO Interdepartmental Electives

**Not Offered Academic Year 2018**

---

**BIOL 430T Genome Sciences: At the Cutting Edge (W)**

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy, materials, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

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

**Prerequisites:** BIOL 202

**Enrollment Preferences:** open to juniors and seniors; senior Biology majors who have not taken a 400-level course

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Dept. Notes:** BIMO, BGP; does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:** Division 3, Writing Intensive

**Other Attributes:** BGNP Recommended Courses, BIMO Interdepartmental Electives

**Not Offered Academic Year 2018**

**TUT Instructor:** Claire Ting

---

**BIOL 432(F) Evolutionary Genetics**

The synthesis of evolutionary processes with the mechanistic understanding of genetics has lent insight into many mysteries of life. The goal of this course is to explore the interface between evolution and genetics to make sense of fundamental biological processes. For example, why do we expect that male and female offspring occur in 50:50 ratios? How and why do unusual sex-ratios occur? Other topics include: conflict among genes, evolution of allelic dominance, adaptation at the molecular level, and genetics of speciation. Class discussion and written assignments will emphasize critical evaluation and synthesis of the scientific literature.

**Class Format:** seminar

**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:** seniors who have not taken a 400 level course, then juniors and Biology majors

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Dept. Notes:** meets distribution requirements of the Biology major

**Distributional Requirements:** Division 3

**Fall 2017**

**SEM Section:** 01 TR 09:55 AM 11:10 AM **Instructor:** David Loehlin

---

**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)

**Seminar Instructor:** Senior majors and concentrators are required to participate in Biology Colloquium, which are scheduled for most Fridays at 1:10pm

**Distributional Requirements:** Division 3

**Fall 2017**

**HON Section:** 01 TBA **Instructor:** Joan Edwards

---

**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)

**Seminar Instructor:** Spring 2018
BIOL 499(F,S) 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 a for-credit course; registration is not necessary to attend

Distributional Requirements: Non-clearing

Fall 2017
LEC Section: 01  TBA  Instructor: Joan Edwards

Spring 2018
LEC Section: 01  TBA  Instructor: Joan Edwards

CHEMISTRY (DIV III)
Chair: Professor AMY GEHRING


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.

A major in chemistry 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 their 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 and consultation with the chair.

Foundation Courses
First Year
Fall: 151, 153 or 155 Gateway courses
Spring: 156 Organic Chemistry: Introductory Level

Second Year
Fall: 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; 134I; 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.

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
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
493-W31-494 Senior Research and Thesis
497, 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, Hart, Kaplan, or Lovett.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344T, Chemistry 348, Chemistry 361, Chemistry 363. Students interested in organic chemistry should consult with Professors C. Goh or Park.

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 Carrasquillo, Peacock-Lopez, or Thoman. Students interested in inorganic chemistry should consult with Professors C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park. Students interested in environmental chemistry should consult with Professor Carrasquillo.

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 a semester of research is strongly recommended. 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 graduate study or work 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.

Students interested in Materials Science are encouraged to elect courses from the Materials Science Program offered jointly with the Physics Department, and should consult that listing.

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.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above.

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in selecting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest
and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student’s progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usu­ally results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions who wish to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as possible. You can find general study away guidelines for Chemistry here.

CHEM 113(F) 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 basic 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 serology 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 Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Interactive demonstration sessions provide an appreciation of scientific experimentation in general and the variety of techniques used in the 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).

Class Format: lecture, three times per week
Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, hour tests, a final exam, and a paper
Prerequisites: none; designed for the non-science major who does not intend to pursue a career in chemistry; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256
Enrollment Preferences: seniors and juniors
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3
Other Attributes: JLS Enact/Admissions in Institutions, SCST
Elective Courses

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 a great deal about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects 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 hours per week
Requirements/Evaluation: evaluation is based on problem sets, a midterm, quizzes, a final exam, and a paper
Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences
Enrollment Limit: 45
Expected Class Size: 45
Distributional Requirements: Division 3
Other Attributes: PHIL Biomedical Determinants of Health, SCST
Not Offered Academic Year 2018
LEC Instructor: Rebecca Taurog

CHEM 116 Chemistry and Physics of Cooking (Q)

Cooking is a creative and artistic process, but it is based on fundamental chemical and physical principles. In this course, which is intended for students who do not plan to major in the natural sciences, we explore these scientific principles and their application to the kitchen. We draw on edible examples such as chemical batters and intermolecular forces (saling, emulsification, and spherification), acid-base chemistry (leaning, making jam, and macaroni and cheese), kinetics and thermodynamics (cooking styles and times), states of matter (carbonation, ices, foams, and gels), types of chemical reactions (baking bread, grilling vegetables, tenderizing meat), and energy transfer (kitchen equipment and gadgets). The kitchen is a laboratory—in the classroom, we carry out experiments to demonstrate and to test these scientific concepts. This course also considers the science behind traditional food recipes and contemporary ideas in cooking known as "modernist cuisine" and/or "molecular gastronomy". Bon appetit!

Class Format: lecture
Requirements/Evaluation: weekly quizzes and problem sets, two exams, and a paper
Prerequisites: none, but students who have not taken high school chemistry should consult the instructor
Enrollment Limit: 45
Expected Class Size: 45
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018

CHEM 151(F) Introductory Chemistry (Q)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three times per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on frequent electronic quizzes and on written weekly problem sets, 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: all students planning to enroll are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)
Enrollment Limit: 48
Expected Class Size: 48
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
Distribution Notes: students who have studied chemistry for one or more years are directed to CHEM 153 or 155
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses

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 spectroscopies. 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 and of their general education.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on quantitative 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; not available for the fifth course option

Prerequisites: all students are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Preferences: incoming first year students also must 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

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 at least a 5 on 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 medical 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 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 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

Prerequisites: all students are required to take the online Chemistry Placement Test prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Preferences: incoming first year students must also meet with a faculty member during First Days

Enrollment Limit: none

Expected Class Size: 36

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, MTSC Related Courses

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 reaction and 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 spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkydes. The coordinated laboratory work includes synthesis 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 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

Spring 2018

LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Jimmy Blair

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 01:00 PM 05:00 PM

LAB Section: 07 M 07:00 PM 11:00 PM

LAB Section: 08 W 01:00 PM 05:00 PM

LAB Section: 09 T 01:00 PM 05:00 PM

LAB Section: 10 W 01:00 PM 05:00 PM

CHEM 251(F) Organic Chemistry: Intermediate Level

This course is a continuation of CHEM 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 concepts of enantiomer and diastereomer control, an extensive treatment of the chemistry of the polycyclic hydrocarbon, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, alkyl substitution reactions, and the 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 research investigation. A flexible format is employed in which the students are responsible for helping to plan 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 permission based upon student selection and nomination by the CHEM 165 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

Expected Class Size: 12

Dept. Notes: course was developed under a grant from the Ford Foundation

Distributional Requirements: Division 3

Other Attributes: MTSC Related Courses
CHEM 256(S) Advanced Chemical Concepts
This course treats an array of topics in modern chemistry, emphasizing broad concepts that cut across the various subdisciplines of the field—biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, or a health profession. Topics include coordination complexes, thermonodynamics, electrochemistry, kinetics, and nuclear chemistry. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermonodynamics, electrochemistry, kinetics, and nuclear chemistry.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on homework assignments, laboratory work, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 101 and CHEM 251/255, or permission of instructor
Enrollment Limit: 48
Expected Class Size: 100

CHEM 359 Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)
This course provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a problem set, 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 Preference: 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

CHEM 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

CHEM 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 transduction of metabolites; and biochemical reaction mechanisms involving the structures and mechanisms of coenzymes. This comprehensive study also includes the biochemistry and metabolism 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 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 Preference: senior and junior Biology and Chemistry majors and BIMO concentrators
Enrollment Limit: 64
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

CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms
Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity, and specificity. The study of enzymatically-catalyzed reactions gives insights into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for their integration with a systematic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotope, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.
Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation is based on problem sets, quizzes, a midterm exam, a paper, and a final exam
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: 60

CHEM 326(F) 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 a series of case studies. These case studies highlight what may be 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 problem sets, course papers, mid-term exams, and a final exam 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

**Not Offered Academic Year 2018**

**LEC Instructor:** Christopher Goh

**CHEM 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 do we assess the nature and severity of toxicity established, if at all? Do toxic properties—the qualities that are responsible for the observed toxicity—exist, or are they all 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, medicinal, and pharmacological research. The course will cover topics such as the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and cancer 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 literature and review articles, and a final exam project

**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:** satisfies the Natural World requirement for the Environmental studies concentration

**Distributional Requirements:** Division 3

**Other Attributes:** BIMO Interdepartmental Electives, ENVI Natural World Electives, PHLH Biomedical Determinants of Health

**Spring 2018**

**LEC Section:** 01  MWF 11:00 AM 12:15 PM  Instructor: David Richardson

**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 important synthetic objects, such as polyalkylides and alkoalids. 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 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, mid-term 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 2018**

**LEC Section:** 01  TR 09:55 AM 11:10 AM  Instructor: Thomas Smith

**Lab Section:** 02  M 01:00 PM 05:00 PM  Instructor: Thomas Smith

**CHEM 343 Medicinal Chemistry**

This course explores the design, development, and function of pharmaceuticals. Fundamental concepts of organic chemistry are extended to the study of pharmacodynamics—the interactions between drugs and their targets that elicit a biological effect—and pharmacokinetics—the study of how the body absorbs, distributes, metabolizes, and eliminates drugs. The path of drug development is traced from discovery of an initial lead, through optimization of structure, to patenting and production. Mechanisms by which drugs target cell membranes, nucleic acids, and proteins are discussed. Drug interactions with enzymes and receptor targets are studied extensively. Specific drug classes selected for detailed analysis may include opiates.
analysis, aspirin and other NSAIDs, antibacterial agents, cholinergic & adrenergic agents, CNS agents, as well as antiviral, antilucre, and anticholesterol drugs.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation is based on problem sets, midterm exams, class participation, and a final project
Prerequisites: CHEM 251 & BIOL 101 or permission of instructor; not open to students who have taken CHEM 111 or CHEM 112
Enrollment Limit: 36
Expected Class Size: 24

Distributional Requirements: Division 3

Other Attributes: BIMO Interdepartmental Electives, PHLH Biomedical Determinants of Health

Not Offered Academic Year 2018
LEC Instructor: Thomas Smith

CHEM 344(T) 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, stereochemical 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: Chemistry majors
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements: Division 3

Other Attributes: BIMO Interdepartmental Electives

Spring 2018
TUT Section: T1
F 11:00 AM 12:15 PM Instructor: Sarah Goh
LAB Section: T2
T 01:00 PM 05:00 PM Instructor: Sarah Goh

CHEM 348(F) 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

Fall 2017
LEC Section: 01
MW 09:00 AM 09:50 AM Instructor: Sarah Goh
LAB Section: 02
R 01:00 PM 05:00 PM Instructor: Sarah Goh

CHEM 361(F) Quantum Chemistry and Chemical Dynamics
This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction mechanisms. In the latter part of the course, computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on class participation, problem sets, exams, laboratory work, and an independent project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM 155 or 256
Enrollment Limit: none
Expected Class Size: 12

Distributional Requirements: Division 3

Other Attributes: MTSC Related Courses

Fall 2017
LEC Section: 01
MW 11:00 AM 11:50 AM Instructor: John Thoman
LAB Section: 02
W 01:00 PM 05:00 PM Instructor: John Thoman

CHEM 364(S) Instrumental Methods of Analysis
Crosslistings: CHEM 364/ENVI 364
This course promotes 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 theoretical and practical 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 within 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: 12
Expected Class Size: 12

Distributional Requirements: Division 3

Other Attributes: BIMO Interdepartmental Electives, ENVI Natural World Electives, EVST Methods Courses, MTSC Related Courses

Spring 2018
LEC Section: 01
MW 09:00 AM 09:50 AM Instructor: Christopher Goh
LAB Section: 02
M 01:00 PM 05:00 PM

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 issues. Laboratory experiments provide qualitative 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
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

Spring 2018
LEC Section: 01
TR 08:30 AM 09:45 AM Instructor: Stephen Cramer
LAB Section: 02
T 01:00 PM 05:00 PM Instructor: John Thoman

CHEM 367(S) Biophysical Chemistry
This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, laboratory work, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 or equivalent
Enrollment Preferences: junior and senior Chemistry majors
Enrollment Limit: 18
Expected Class Size: 18

Distributional Requirements: Division 3

Other Attributes: BIMO Interdepartmental Electives

Spring 2018
LEC Section: 01
TR 08:30 AM 09:45 AM Instructor: Katie Hart
LAB Section: 02
W 01:00 PM 05:00 PM
LAB Section: 03
R 01:00 PM 05:00 PM
CHEM 368T Computational Chemistry and Molecular Spectroscopy (Q)
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, presentation, research paper, and submitted paper.
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
Not Offered Academic Year 2018
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 2017
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 2018
HON 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 2017
IND Section: 01 TBA Instructor: Amy Gehring
CHEM 398(S) 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
Spring 2018
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; not available for the fifth course option
Distributional Requirements: Division 3
Fall 2017
HON Section: 01 F 01:10 PM 02:25 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 2018
HON Section: 01 F 01:10 PM 02:25 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 2017
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 2018
IND Section: 01 TBA Instructor: Amy Gehring

CLASSICS (DIV I)
Chair: Professor EDAN DEKEL
Professors: K. CHRISTENSEN, E. DEKEL. Associate Professor: A. WILCOX*, Assistant Professor: N. BROWN. 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 introduce students to the ancient minds. 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.

A 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 that earns departmental approval before the end of the spring semester of their junior year. 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.
COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a regularly arranged and reasonably consistent sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), major programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors also have had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy, or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. You can find general study away guidelines for Classics here.

CLASSICS COURSES

CLASS 102(F) 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 threatened. So have some readers 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 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 variety of authors and poets of the ancient Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites. You can find general study away guidelines for Classics here.

CLASS 205(S) 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 often read in different contexts, 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 poetry and fables, ancient Mediterranean cultures constructed 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 ancient 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 Herodotus’ 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 207(F) From Adam to Noah: Literary Imagination and the Preimval 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 of the good and the 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 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 explanatory re-imagination of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literary texts 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 Information/Notes: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: 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 Requirements: JWST Core Electives

Fall 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Edan Dekel
The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European culture and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, being absorbed and reformed by 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 predestined and 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.

Instructor: Kerry Christensen
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 contextualized textual and material culture, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic ( Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epistles, 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 the processes by which gender and sexuality took form, and how they were signified in art, visuality, and theory. This course will also explore how gender and sexuality 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.

Class Format: seminar

Requirements/Evaluation: short writing assignments, mid-term exam, final exam, paper

Extra Info:

Prerequisites: none

Enrollment Preferences: declared majors or intended majors in Classics, WGSS, and Comparative Literature

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Not Offered Academic Year 2018

LEC Instructor: Amanda Wilcox

CLAS 242(S) The Country and the City in the Classical World Crosslistings: CLAS 242/ENVI 242/ANTH 242

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between “city” and “countryside” are not new, however. We may not date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? When a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Extra Info:

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Enrollment Limit: 25

Expected Class Size: 20

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

Not Offered Academic Year 2018

TUT Instructor: Amandra Wilcox

CLAS 248 Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/REL 216

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, condescending from the peaks of Olympos, 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 human from 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 detail in influential artistic monuments, literary forms, and social phenomena, including the didactic poem; 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, Aeschylus, Sophocles, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion and seminar

Requirements/Evaluation: short writing assignments, mid-term exam, final exam, final paper

Extra Info:

Prerequisites: none

Enrollment Preferences: preference will be given to pre-registered Art-History majors not to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student

Enrollment Limit: 40

Expected Class Size: 30

LEC Instructor: Kenneth Draper

CLAS 260 Augustan Rome Crosslistings: CLAS 260/HIST 224/ARTH 261

In 27 BCE, Octavian ascended Marc Antony at Actium, the culminating battle in a bloody civil war that had wrecked 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 ushers 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: short class discussion, student presentations, quizzes, two papers, and a final exam

Extra Info:

Prerequisites: none

Enrollment Preferences: majors and intending majors in Classics and History

Enrollment Limit: 40

Expected Class Size: 25

Distributional Requirements: Division 1

Not Offered Academic Year 2018

LEC Instructor: Kenneth Draper

CLAS 289T Socrates (W) Crosslistings: PHIL 289/CLAS 289

Socrates was executed in 399 BCE on the charges of impiety and corruption of the youth of Athens. Apparently he corrupted the youth by engaging with them in philosophy. In this class, we will attempt to carry on the noble tradition of corruption by philosophy. We will read works by three of Socrates' contemporaries: Aristophanes, Xenophon, and especially Plato. Through an examination of these works, we will try to get some feeling for what Socrates' controversial positions and his arguments for these positions may have been. While he never wrote any philosophical works of his own, Socrates is one of the most influential thinkers in the western tradition. His thought influenced the thought of subsequent generations of philosophers. In fact, Socrates seems to 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 - while the stoics and skeptics both claimed a Socratic imprimatur for their own thought. Stoicism and skepticism, however, are wildly divergent schools.
Comparative Literature

Enrollment Preferences: first-years and sophomores; some preference will be given to prospective Philosophy and Classics majors

Enrollment Limit: 10

Expected Class Size: 10

Dept. 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 2018

TUT Instructor: Keith McPartland

CLAS 306 The Good Life in Greek and Roman Ethics (W)

Crosslistings: PHIL 306/CLAS 306

It was a common opinion in the West that humans spend much of their time thinking and talking 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 systematic arguments in response to such musings. Much of the moral philosophy produced 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 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 Philosophy major and will count towards the Mercer 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 CLAS; meets Division 2 requirement if registration is under PHIL

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: PHIL History Courses

Requirements/Evaluation:

- letter grades, with emphasis on oral presentation leading to a significant final paper (15-20 pages)
- participation in class discussions and preparation for class

Expected Class Size: 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

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 2018

LEC Instructor: Kerry Christensen

CLAS 330 Plato (W)

Crosslistings: PHIL 330/CLAS 330

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (W)

Crosslistings: CLAS 323/LEAD 323/HIST 323

CLAS 332 Aristotle’s Metaphysics (W)

Crosslistings: PHIL 332/CLAS 332

Expectations: Preface of 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; not available for the fifth course option

**Prerequisites:** PHIL 201, CLAS 203

**Enrollment Preferences:** Philosophy and Classics majors

**Enrollment Limit:** 12

**Expected Class Size:** 8-10

**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

**Not Offered Academic Year 2018**

SEM Instructor: Keith McPartland

---

**CLAS 334 Greek and Roman Ethics (W)**

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 2018**

SEM Instructor: Keith McPartland

---

**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 evolution 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, documentary, 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; not available for the fifth course option

**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 2018**

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

**Fall 2017**

HON Section: 01 TBA Instructor: Edan Dekel

**CLAS 494(S) 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 2018**

HON Section: 01 TBA Instructor: Edan Dekel

---

**CLAS 497(F) Independent Study: Classics**

**Class Format:** independent study

**Extra Info:** credit granted only if both semesters (CLGR 493 and 494)

---

**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 required for 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 2017**

LEC Section: 01 TBA Instructor: Edan Dekel

**Spring 2018**

LEC Section: 01 TBA Instructor: Edan Dekel

---

**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

**Fall 2017**

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Kerry Christensen

**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
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 essay; the influence of epic 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, homework, 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

Spring 2018
LEC Section: 01 MWF 11:00 AM-12:15 PM Instructor: Kerry Christensen

CLGR 402(S) Homer: The Odyssey
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. Not only did the ancient Greek culture and society of the archaic and classical periods develop out of a dialogue with these epics, in our course, we will read extensive selections from the Odyssey in Greek and the entire epic in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and/or oral reports, a midterm and final exams, and a final paper
Prerequisites: CLGR 101 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

Fall 2017
LEC Section: 01 TF 02:35 PM-03:50 PM Instructor: Kenneth Draper

CLGR 403 Poetry and Revolution in Archaic Greece
The age of experiment, lyric poetry, tyranny, migration and discovery, and the personal voice: it takes many images to describe the profound changes in Greek society, thought, and self-expression that took place during the archaic era (roughly 800 BCE to the Persian invasion of 479 BCE). We will first read selections from the lyric poets (e.g. Archilochus and Sappho, Tyrtaeus and Solon), whose concise and expressive poems reflected contemporary culture in a way that the archaic epics did not. Their poems create for modern readers, as they did for the Greeks, a powerful sense of the poet's personal presence and engagement with his (or her) audience. A similar intimacy characterizes the writings of many of the pre-Socratics, from which we will next read selections. In the ability of the human mind to understand both the human and the physical world, the pre-Socratics anticipated what came to be known as philosophy and natural science. We will then turn to other writers who spoke directly about the political upheavals of the archaic age, focusing on the poignant narratives of Herodotus. Throughout the semester we will also consider such significant material changes in the archaic era as the development of monumental public sculpture, the evolution of the temple, and the undertaking of vast building programs, all of which transformed the visual scale of the Greek cities and their citizens’ sense of self and community.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 5-6
Distributional Requirements: Division 1 Not Offered Academic Year 2018

Spring 2018
SEM Section: 01 MR 01:10 PM-02:25 PM Instructor: Kenneth Draper

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, Ibycus, and Theognis, we will focus on the wide range of forms and subjects found in the genre. This year through to investigate subjects such as 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 introduce students to 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 2018
SEM Instructor: Edan Dekel

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 formulated techniques for enlisting enthusiasm, memory, truth, and falsehood in shaping both the poems they wrote and when they were 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 are 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 Not Offered Academic Year 2018
SEM 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, poets have been intimately bound up in the notion of enchantment, or theesis. The power of song to alter the emotional states of the audience and the world at large has always been 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. In this seminar, you will read selections from the Socratic dialogues of Plato, the dramatic works of Sophocles, the philosophical essays of Cicero, 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 to discuss a short paper every other week and critique partners' papers 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: preference given to majors in Classics and Comparative Literature
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive

162
CLGR 412(F) Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivocal and deeply human account of how and why several hundred years of conflict and contact 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, 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

Fall 2017
SEM Section: 01 Canceled 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 publish the literature of the past while creating new kinds of poetry and poetic ideals. This course surveys the poetry of Hellenistic period with a focus on the "big three" poets of the third century, Callimachus, Theocritus, and Apollonius Rhodius, who were especially influential on later Latin poetry of the Republic and Augustan ages. As we read a variety of texts including epigrams, hymns, mimes, 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 2018
SEM Instructor: Leanna Boychenko

CLGR 414(F) Thucydides
This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Class Format: Seminar
Requirements/Evaluation: Class preparation and participation, a midterm exam, a final paper, and a final translation exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Preferences: Classics majors
Enrollment Limit: 12
Expected Class Size: 6
Distributional Requirements: Division 1

Fall 2017
SEM Section: 01 MR 02:35 PM-03:50 PM Instructor: Kerry Christensen

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. At the end of only a little Latin who wishes to refresh: a student with some previous experience in Latin may want to enroll in COLA 102 only (consult the department)
Enrollment Limit: 15
Expected Class Size: 8-10
Distributional Requirements: Division 1

Fall 2017
LEC Section: 01 MWF 11:00 AM-12:15 PM Instructor: Kenneth Draper

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

Spring 2018
LEC Section: 01 MWF 11:00 AM-12:15 PM Instructor: Nicole Brown

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 of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the turning points in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: Discussion/recitation
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
Enrollment Limit: 12
Expected Class Size: 6-10
Distributional Requirements: Division 1

Fall 2017
LEC Section: 01 MWF 09:00 AM-09:50 AM Instructor: Nicole Brown

CLLA 302(S) Vergil's "Aeneid"
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 mid-term exam, a final paper, and a final exam
Prerequisites: CLLA 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2018
SEM Section: 01 TF 02:35 PM-03:50 PM Instructor: Edan Dekel

CLLA 403 The Invention of Love: Catullus and the Roman Elegists
This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric on the invention of the elegiac form as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's Ars Amatoria. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

Class Format: Discussion/recitation
Requirements/Evaluation: Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Preferences: Classics majors
Enrollment Limit: 12
Expected Class Size: 10-12
Distributional Requirements: Division 1

Not Offered Academic Year 2018
LEC Instructor: Edan Dekel

CLLA 405 Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome
Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtuous self-sacrifice led to the liberation of Rome from a decadent and violent monarchy...
and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the ruler and his rise to power is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

**CLASS FORMAT**: Discussion

**Requirements/Evaluation**: evaluation will be based on class preparation and participation, an 8-10 page paper, a midterm, and a final exam

**Prerequisites**: CLLA 302 or permission of instructor

**Enrollment Limit**: 12

**Expected Class Size**: 6

**Distributional Requirements**: Division 1

Not Offered Academic Year 2018

SEM Instructor: Kerry Christensen

---

**CLLA 407 Caesar and Cicero**

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians 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 epics of classical Roman 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 pref assignmentments (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 2018

LEC Instructor: Amanda Wilcox

---

**CLLA 408 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 reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* 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

Not Offered Academic Year 2018

SEM 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-examination, and the perception of self in the Stoic philosophy of Seneca. The focus of the course will be 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 theories of self-fashioning

**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 2018

SEM Instructor: Amanda Wilcox

---

**CLLA 414(F) Vergil's Eclogues and Georgics**

This course will explore the two major works of Vergil that precede 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 relationships to earlier models, as well as their exquisite poetic craftsmanship.

**Class Format**: seminar

**Requirements/Evaluation**: class participation, a midterm exam, a final paper, and a final exam

**Prerequisites**: CLLA 302 or permission of instructor

**Enrollment Preferences**: Classics majors

**Enrollment Limit**: 12

**Expected Class Size**: 10

**Distributional Requirements**: Division 1

Fall 2017

SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Edan Dekel

---

**CLLA 416(S) Praise, Blame, and Performance in Flavian and Trajanic Rome**

In this course, we will consider how authors of imperial Rome represent the spectacle of their urban surroundings. Poets such as Martial and Statius describe the lavish entertainments that Domitian put on in the newly constructed Colosseum: Saturnalia festivities, beast hunts, gladiatorial combats. But their interest in these imperial displays is just one aspect of a greater preoccupation with social performance and self-fashioning during this time. Statius invites readers to marvel at imperial statues, aristocratic villas, and even an impressive new road built by Domitian. Martial, on the other hand, does not preclude but blame: in his epigrams, he encourages readers to laugh at the ridiculous displays of upstarts, flatterers, and deviants, casting vice as entertainment. As we read selections from Statius' *Silvae*, Martial’s *De Spectaculis* and epigrams, Pliny's letters about public and literary life, and his speech of praise for the emperor Trajan, we will pay particular attention to questions such as the following: What do these authors' representations of spectacle tell us about the values of Flavian and Trajanic Rome? How do their works constitute performances in their own right? What do these texts reveal about the social functions of literature under autocratic rule?

**Class Format**: seminar

**Requirements/Evaluation**: class participation, short writing assignments, two translation exams, and a final paper

**Prerequisites**: CLLA 302 or permission of instructor

**Enrollment Preferences**: majors and potential majors in Classics and Comparative Literature

**Enrollment Limit**: 12

**Expected Class Size**: 5-10

**Distributional Requirements**: Division 1

Spring 2018

SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Kenneth Draper

---

**COGNITIVE SCIENCE (DIV II)**

Chair: Professor JOSPEH 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 inter-disciplinary 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 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) or a senior tutorial, depending on enrollments.

**Required Courses**

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not
Offered, students should register for COGS 497 and should contact the Program Chair for details).

Elective Courses

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

- ASST 258 Language and Literacy Development
- BIOL 204/NSCI 204 Animal Behavior
- CHIN 431 Introduction to Chinese Linguistics
- CSCI 134 Introduction to Computer Science
- CSCI 136 Data Structures and Advanced Programming
- CSCI 361/MATH 361 Theory of Computation
- CSCI 373 Artificial Intelligence
- CSCI 374 Machine Learning
- JAPN 130 Intro. to Linguistic Analysis
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- PHIL 207 Contemporary Philosophy of Mind
- PHIL 216/ENVI 216 Philosophy of Animals
- PHIL 388 Consciousness
- PSYC 221 Cognitive Psychology
- PSYC 322 Cross-Cult: Mind, Brain, and Culture
- PSYC 324 Great Debates in Cognition
- PSYC 326 Choice and Decision Making
- PSYC 327 Cognition and Education
- REL 288/PHIL 288 Embodiment and Consciousness: A Cross Cultural Exploration

Recommended Courses

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

- BIOL 209/NSCI 209 Animal Communication
- BIOL 305 Evolution
- MATH 250 Linear Algebra
- MATH 433 Mathematical Modeling
- PHIL 209 Philosophy of Science
- PSYC 201 Experimental and Statistics
- STAT 101 Elementary Statistics and Data Analysis
- STAT 201 Statistics and Data Analysis
- STAT 231 Statistical Design of Experiments

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31–494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

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 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Joseph Cruz

COGS 258(S) Language and Literacy Development

Crosslistings: JAPN 258/COGS 258/PSYC 258

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an unprecedented rate. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources.

This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Preferences: Japanese , Chinese , Asian Studies, and Psychology majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under COGS, or PSYC

Distributional Requirements: Division 1

Spring 2018

SEM Section: 01 MR 02:35 PM 03:50 PM Instructors: Mamoru Hatakeyama, Kasumi Yamamoto

COGS 493 Advanced Topics in Mind and Cognition

Crosslistings: COGS 493/PHIL 394

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. 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 conceptual foundations of this 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

Not Offered Academic Year 2018

SEM Instructor: Joseph Cruz

COGS 494(S) Senior Thesis: Cognitive Science

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

Class Format: independent study
Prerequisites: permission of program chair

Distributional Requirements: Division 2

Spring 2018

HON Section: 01 TBA Instructor: Joseph Cruz

COGS 497(F) Independent Study: Cognitive Science

Cognitive Science independent study

Class Format: independent study
Prerequisites: permission of program chair

Distributional Requirements: Division 2

Fall 2017

IND Section: 01 TBA Instructor: Joseph Cruz

COGS 498(S) Independent Study: Cognitive Science

Cognitive Science independent study

Class Format: independent study
Prerequisites: permission of program chair

Distributional Requirements: Division 2

Spring 2018

IND Section: 01 TBA Instructor: Joseph Cruz

COMPARATIVE LITERATURE (DIV I)

Chair: Professor CHRISTOPHER NUGENT


Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative


165
Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make sense across national, linguistic, and historical boundaries. Each student is expected to take 11 courses in the Program in Comparative Literature 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
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 treat primarily literature and/or b) it must be genuinely comparative across cultures and/or historically.

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, 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:

- COMP 117 Introduction to Cultural Theory
- COMP 200 European Modernism—and its Discontents
- COMP 205 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 who wish 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.

Track 2

This track within the Comparative Literature major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Students in this track are not required to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. 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 2 of the major — students should aim to complete core requirements by the end of junior year:

Comparative Literature 111 The Nature of Narrative
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/or 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, including, but not limited to, 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.

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 to the Program Advisory Committee a one- to two-page 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 the 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 (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 first draft of the entire project. At that time the Program 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 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 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-W-494)—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 work on the specialty language as required for the major during study abroad. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives. You can find general study away guidelines for Comparative Literature here.

COMP 106(F) Temptation (W)
Crosslistings: ENGL 107/COMP 106
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 fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, 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, Laclos, Mozart, Freud, Frost, and 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 1, Writing Intensive
Fall 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Emily Vasiiauxkas

COMP 108(F) 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 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 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.

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 1
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Kenneth Draper

COMP 110 Introduction to Comparative Literature
Crosslistings: ENGL 115/COMP 115
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 of these 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, Lemontov, Zola, Borges, Wilde, Marot, Bechdel, and others. All readings will be in English.

Class Format: lecture
Requirements/Evaluation: class participation, presentation, four short 4- to 5-page interpretation papers, final 8- to 10-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: ASAM Related Courses
Fall 2017
SEM Section: 01 Cancelled Instructor: Anjuli Raza Kolb

COMP 117(F) 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 its purpose is to teach you 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 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 a number of "classic" thinkers: 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 in lecture
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
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christian Thorne
SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Christian Thorne

COMP 128 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 nineteen 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 and group identities. 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 surfaces been viewed "other" 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
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
SEM Instructor: Dorothy Wang

COMP 140(F) Introduction to Traditional Chinese Literature Crosslistings: CHIN 140/COMP 140
With a written record of stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the Analects of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.
Class Format: lecture
Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Spring 2018
LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Christopher Nugent

COMP 141(S) Black Autobiography Crosslistings: AFR 140/COMP 141
Autobiography—whether slave narrative, memoir, or semi-fictional life account—has served as a primary form of writing for people of African descent. From slavery to segregation to the struggle against Black selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
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
Distribution Notes: meets Division 1 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 1
Other Attributes: AFR Core Electives
Not Offered Academic Year 2018
LEC Instructor: Christopher Bolton

COMP 153 Japanese Film Crosslistings: COMP 153/ASST 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 subtitles. All levels welcome.
Class Format: discussion
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
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 1 requirement if registration is under ASST
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018
LEC Instructor: Christopher Bolton

COMP 156 Thirteen Ways of Looking at Jazz (D) 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 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 effects—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 and class, and signal inequality in order to contest it.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, a 2-page response essay, 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:**

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 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 2018**

LEC Instructor: Rashida Braggs

**COMP 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 Guttell; ballets by Louis 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, 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-page papers (with revisions), and a final presentation

**Prerequisites:** none

**Enrollment Preferences:** students with a demonstrated interest in literature or music

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:** Division 1, Writing Intensive

Not Offered Academic Year 2018

LEC Instructor: Marjorie Hirsch

**COMP 200(S) 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? The temptation 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 breaks 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 manifestoes; 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

**Prerequisites:** none

**Enrollment Preferences:** students considering a major in Comparative Literature

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 1

Spring 2018

LEC Section: 01
MR 02:35 PM 03:50 PM
Instructor: Gene Bell-Villada

**COMP 201 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 legacy 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 Literatur 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 Arabic Studies Electives, JWST Gateway Courses

Not Offered Academic Year 2018

LEC Instructor: Edan Dekel

**COMP 202(S) Modern Drama**

Crosslistings: THEA 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, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Pinter, The Ballad of a Cloud Nine; Stoppard, Arcadia.

**Class Format:** lecture

**Requirements/Evaluation:** two 5-page papers; regular journal responses; final exam; 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:** Theatre, English, and Comparative Literature majors

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Dept. Notes:** this course (or THEA 248) is required for the Theatre major

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories C

Spring 2018

SEM Section: 01 MR 01:10 PM 02:25 PM
Instructor: James Pethica

**COMP 203(F) 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 configurations 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, who represents an acute ambivalence 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.

**Class Format:** lecture

**Requirements/Evaluation:** participation, short written responses, an oral presentation, research paper

**Prerequisites:** none

**Enrollment Preferences:** students majoring or considering a major in Russian or Comparative Literature

**Enrollment Limit:** none

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2017

LEC Section: 01 TF 01:10 PM 02:25 PM

**COMP 204 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

**Prerequisites:** none
COMP 205 The Latin-American Novel in Translation
Crosslistings: RLSL 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 worldwide attention. Among the texts to be discussed are Borges' "Borges, Blow-up and Humphrey," Leopoldo, 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
Department 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 2018
LEC Instructor: Gene Bell-Villada

COMP 206 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 literary and artistic 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 Maclish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Account 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, AMST Electives
Not Offered Academic Year 2018
SEM Instructor: Eden Dekel

COMP 207T Tolstoy: The Major Novels (W)
Crosslistings: RUSI 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; not available for the fifth course option
Prerequisites: for students taking the tutorial in ENGL: none; for students taking the tutorial in RUSS: either RUSI 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 2018
TUT Instructor: Julie Cassidy

COMP 208(F) Through the Looking Glass: Comparative Children's Literature
Oh, the reads we will read, if you follow my lead! We'll amble at first and then soon pick up speed. And we'll bury our noses in books thick and thin. This I know for certain: you won't have time to bear. Though you'll 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 program
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01 MWF 08:30 AM 09:45 AM
Instructor: Janneke van de Stadt

COMP 209 Dolls, Puppets and Automatons (W)
Crosslistings: Comp 209, LATS 240/AMST 240/COMP 210
This course focuses on the ambiguous origins of 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 Doppelgänger or threatening machines. In order to encompass 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, Felisberto Hernandez, 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: JWST, AMST Electives
Not Offered Academic Year 2018
SEM Instructor: Christophe Kone

COMP 210 Latin/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 Latin/o communities. As such, how are cultural values and material conditions expressed through Latin/o language and literature? How does Latin/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latin/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 Latin/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will engage with texts culled from Latin/o theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latin/o language politics, as well as the broader themes of power, community, ethnico-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: Latin/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 Diversity, JWST Core Electives
Not Offered Academic Year 2018
SEM Instructor: Maria Elena Cepeda

COMP 211 Introduction to Latin/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 the many possibilities for students to engage. We will explore a number of readings across different genres (the novel, play, poem, story, graphic novel).

Students will endeavor to understand how each author defines Latinidad. What characterizes Latinidad for each of these writers and how do their works articulate the intersections and contradictions out of which the Latin/o experience emerges? How is Latin/o literature marked by notions of language, nationality, gender, sexuality, class, politics, form, and genre? The readings will provide both a survey of general ideas in Latin/o literature 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 García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more.

This course fulfills the Exploring Diversity initiative requirements as it offers students the chance to critically engage with and question the unknown, through an exploration of the texts by Latin/o/a writers, and an understanding of the Latin/o/a experience, both within the U.S. and around the world.

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP

Enrollment Limit: 19

Enrollment Preferences: Latin American Studies majors and those with compelling justification for admission

Enrollment Preferences: Religion and Arabic Studies majors

Nontraditional note: may not be taken on a pass/fail basis

Instructor: Saadja Yacoob

COMP 212 Moses: Stranger in a Strange Land

Crosslistings: REL 202/JWST 202/COMP 214

As chief priest, prophet, and lawgiver all in one, Moses occupies the central place in the historical narrative 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 literatures. 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

Distribution Requirements: Division 2

Other Attributes: ARAB Arabic Studies Electives, JWST Core Electives

Not Offered Academic Year 2018

SEM Instructor: Edan Dekel

COMP 215 Experimental Asian American Writing

Crosslistings: AMST 215/ENGL 217/COMP 215

Asian American literature did not begin in the 1980s with Amy Tan's Joy Luck Club. Nor has the writing primarily been confined to autobiographical accounts of generational conflict, divided identities, and glimpses of Chinatown families. Asian American literary writings 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 and experimental writings that have emerged in the past 40 years. The poets we will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei-mei Benssbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.

Class Format: seminar

Requirements/Evaluation: pages (6-8 p. 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

Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Diversity, JWST Core Electives

Not Offered Academic Year 2018

SEM Instructor: Brian Martin

COMP 213(S) Reading the Qur'an (D) (W)

Crosslistings: REL 238/ARAB 238/GBST 236/COMP 213

In the nearly 1,500 years of Islamic history, the Qur’an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur’an is central to devotional life. This course will explore the Qur’an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur’an, in addition to pre-modern and modern Qur’anic exegesis. The course will begin with a historical account of the revelation and composition of the Qur’an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur’anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur’an. We will pose specific questions, and following the different exegetical methods tell us about the intertextual nature of the Qur’an. How have these shifting notions affected the meaning made from Qur’anic verses and passages? What role do interpretive communities play in determining what the Qur’an means? In this course, through an interpretation of Qur’anic texts, calligraphy, and Qur’an manuscripts, we will explore the ways in which the Qur’an is also an object of devotion in Muslim life.

Extra Info: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Instructor: Saadia Yacoob
COMP 216(F) Folk and Fairy Tales in Literature and Beyond (W)
From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the Brothers Grimm collected a broad range of stories that have been beloved, told billeted, transmitted and transformed for hundreds of years in many cultures. This course will look broadly at folktales from different traditions, ranging from early China to medieval Europe and contemporary America. In this course we will approach the folktale from a number of perspectives, including typological approaches; moral notions embedded in such tales; and the often porous borders between the natural and the supernatural, the animal and the human, and living and dead. We will consider the way normative gender and ethnic roles are portrayed and shaped in folktales. This course will be framed in a comparative approach, and will consider the complex literary histories of folktale, looking at the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform in the course of transmission.

Class Format: seminar
Requirements/Evaluation: over the course of the semester students will write 5 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
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
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Sarah Allen

COMP 217(S) Ancient Wisdom Literature
Crosslistings: REL 295/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhma, wisdom.1 Although these books are very different, 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 Esiod'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: 15
Distributional Requirements: Division 1
Spring 2018
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Edan Dekel

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 its colloborative and medieval China's eastern and southern regions, 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
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: 20
Distributional Requirements: Division 2
Spring 2018
SEM Instructor: Dorothy Wang

COMP 220(F) Contemporary Russian Culture and Politics
Crosslistings: RUSE 214/GBST 101/COMP 220/PSCI 294
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 genre—including action films, horror films, 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, Casablanca, The Godfather, Schindler's List, Bridesmaids, Groundhog Day, 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 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and a <2 page essay), one midterm, and a final essay.
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: 60
Expected Class Size: 60
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives, ENGL Literary Histories C, FMST Core Courses
Fall 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructors: John Kleiner, James Shepard

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 smartphone, 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 has followed. We will critically analyze the pleasures provided by these diverse narratives, 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 detectives, explore Hollywood and television's fascination with the detective, and 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; not available for the fifth course option.

**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

**Not Offered Academic Year 2018**

**SEM Instructor:** Julie Cassidy

**COMP 223(S) Japanese Food Culture in a Global Context (D)**

**Crosslistings:** JAPN 223/COMP 223

The bourgeoning popularity of Japanese food on a global scale has resulted in a surge of interest in the culture. This course addresses the effects of globalization on the culinary landscape of Japan, and the development of Japanese cuisine as a global phenomenon, including the history of Japanese food both in the United States and other parts of the world. We will explore how the food and culture of Japan has been influenced by different cultures and how those influences have shaped the modern Japanese cuisine.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, three response papers, two small projects (including descriptions & class presentations), and one research paper & presentation

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

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 1, Exploring Diversity

**Spring 2018**

**SEM Section:** 01

MR 01:10 PM-02:25 PM

**Instructor:** Shinko Kagaya

**COMP 224 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 Arjun Appadurai has noted, cookbooks "tell unusual cultural tales, combining the sturdy pragmatic virtues of all manuals with the vicarious pleasures of the literatures 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 assimilate immigrant groups, as well as the cookbooks those groups published to keep their culinary traditions intact. We will see how cookbooks have evolved over more prescriptive, as do "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 5-10 page paper, 10 project

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

**Prerequisites:** none

**Enrollment Preferences:** students who have studied another language

**Enrollment Limit:** 10

**Expected Class Size:** 12

**Distributional Requirements:** Division 1, Exploring Diversity

**Not Offered Academic Year 2018**

**SEM Instructor:** Darra Goldstein

**COMP 225 Traditional Chinese Poetry (D) (W)**

**Crosslistings:** CHIN 228/COMP 225

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 eating or drinking; in the same time period. In this course we will read and discuss poems from the first 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 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 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:** 15

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

**Not Offered Academic Year 2018**

**LEC Instructor:** Christopher Nugent

**COMP 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 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 novel. 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, superstitions, conventions, 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; not available for the fifth course option

**Prerequisites:** none; open to students who took this course as CLAS 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

**Not Offered Academic Year 2018**

**TUT Instructor:** Amanda Wilcox

**COMP 227 Made in China or Making "China"?: Twentieth-Century Chinese Performatative Culture**

**Crosslistings:** CHIN 227/COMP 227/THEA 227

This course explores the ways in which twentieth-century Chinese performativist 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 Olympics 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. Emphasizing the complex ways performances and 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 spectacle, staging, 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 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

**Not Offered Academic Year 2018**

**LEC Instructor:** Man He

**COMP 229 Japanese Culture and History from Courtiers to Samurai and Beyond (D)**

**Crosslistings:** HIST 219/COMP 229/ASST 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 urban life as well as between the 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 others; and primary sources from Japanese print culture, such as Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic 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 pages (4-5 pages each) and 5 responses (1 page each) in small groups.

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 majors, students with a demonstrated interest in religion and Comparative Literature majors, Arabic Studies students majoring or considering a major in a related field.

Instructor: Christopher Bolton

COMP 232T Reading and Writing the Body (W)

COMP 232T Reading and Writing the Body (W)

Crosslistings: ENGL 228/COMP 230

At the same time that 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 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; 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 Shakespeare, Marlowe, Spenser, 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 differences 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.

Prerequisites: none.

Enrollment Preferences: first-year and sophomore students considering a major in Comparative Literature majors, students with a demonstrated interest in religion and Comparative Literature majors, Arabic Studies students majoring or considering a major in a related field.

Instructor: Christopher Bolton

COMP 235 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 aesthetics through primary readings in translation and scholarship on the question of whether the Qur’an is literature. Students 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 how the Qur’an has been interpreted by poets and philosophers over time, and how the Qur’an has been used to defend the Islamic world against attacks from other religions. The latter part of the course will consider the influence of postmodernism on the Qur’an and on Islamic literature, and the impact of classical Islamic literary traditions on 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 commentaries can take.

Class Format: seminar

Requirements/Evaluation: 2 pages (5-7 pp., 8-10 pp.), short response papers, class participation.

Enrollment Preferences: Comparative Literature majors, Arabic Studies majors.

Instructor: Janeke van de Stadt

Vasiliasuqas
COMP 236T She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)

Critic Crosslistings: AFR 205/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 community is a 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 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 history and method criticism, this tutorial will investigate the ways in which we can 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, 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

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 priority 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

Distribution Requirements: Division 2, Writing Intensive

Other Attributes: AFR Core Electives, AMST Arts in Context Electives Not Offered Academic Year 2018

TUT Instructor: VaNatta Ford

COMP 237 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 for God, and living in relationship to God. This course will explore the development of ghazal and the pre-Islamic odes, continuing through the rise of the ghazal as an independent genre, and then take 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 different sub-genres of ghazal such as the ghazal as representation of the historical, cultural, and literary contexts and will 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 1 requirement if registration is under ARAB

Distribution Requirements: Division 1 Not Offered Academic Year 2018

SEM 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 we unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? Envi 238/Comp 238 fulfills the origins of the Environmental Curricular Goals by examining recent questions and debates about the field of environmental politics, and it contextualizes 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 Léry’s history, we will also read landmarks of ecocriticism 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 and concentrators in Environmental Studies and majors in Comparative Literature majors; other students interested are welcome

Enrollment Limit: 20

Expected Class Size: 15

Distribution Requirements: Division 1, Exploring Diversity

Other Attributes: AMST Space and Place Electives, LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2018

LEC Instructor: Jennifer French

COMP 239(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 merely theoretical novels, but rather a literary history of the novel. From the time of the ancient Greek novelists up through the novels of the 21st century, as well as to see how the novel's own academic and popular fortunes are linked to the particular character of today, novel theory is legion. To try to come up with a name for a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. Rather than try for an encyclopedia of either the novel or its theories, this course will use two or three novels as a means of testing out a range of representative works of novel theory. We will move back and forth from the theory of the novel to its practice in order to see how novel theory has developed over the past century, as well as to see how the novel's own 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, Frano Moretti. Novelist may include Austen, Dickens, Conrad, etc.

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

Distribution Requirements: Division 1, Writing Intensive

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

Fall 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Gage McWeeny

COMP 240(F) Introduction to Literary Theory (W)

Crosslistings: ENGL 230/COMP 240

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 organized and systematic way. The course begins with pre-Freudian theory 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: first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors
COMP 241T Sex and Gender in Ancient Greece and Rome (D) (W)
Crosslistings: CLASS 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 notions 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, epigraphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were experienced, expressed, 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 values 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, in an attempt to justify 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 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; not available for the fifth term
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 CLASS or COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Not Offered Academic Year 2018
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. Readings 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 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 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 AMST
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Electives, GBST Borders, Exiles + Diaspora Studies Electives
Spring 2018

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. Modernists may praise the city or blame it, while writers react to the urban environment 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 gender, 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, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Edwidge Danticat. We will consider theoretical approaches to urban spaces by historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.
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
Other Attributes: AMST Space and Place Electives, GBST Urbanizing World Electives
Not Offered Academic Year 2018
SEM Instructor: Helga Druex

COMP 244(F) Race and (post)Colonialism in Eurasia (D)
Crosslistings: RUSS 215/COMP 244/GBST 214
This course explores representations of non-Slavic peoples of Eurasia in Russian art and thought from the 19th century to the present. In the process of its historical expansion across Eurasia, the Russian Empire submerged under its political, military, economic and linguistic domains a variety of non-Slavic ethnic groups across the Caucasus and Central Asia. Their non-Slavic appearance, languages, and religious and cultural practices—broadly taken as markers of “race”—gave rise to oriental and exotic images in Russian popular fiction and visual art of the 19th century. In the 20th century, however, Soviet generations of indigenous minorities could not only claim the Russian language and cultural heritage as part of their hybrid linguistic and cultural identities, but also actively contribute to the evolving body of the Russian cultural canon, from novels to cinema, while developing their own national traditions. The new (self)representations of Russia’s frontier minorities, former imperial “others” and new Soviet “brothers and sisters,” within the Russian cultural sphere combined and problematized the notions of imperial subjugation and peripheral agency, colonialism and modernization. In the post-Soviet period, destabilization of the political boundaries of the Russian state is paralleled by new images of non-Russian “others” who appear (threateningly) close to the Russian “heartland” as never before. At the same time, Russia’s frontier minorities, former colonies, and regions regarded as exotic or marginal have been reinscribed into the Russian national consciousness and have become major sources of both national identity and cultural resources. The course will complement the EDI requirement by studying how Russian and other Eurasian cultures and peoples have interacted and responded to each in history and how such interaction continues to influence their contemporary cultural development.
Class Format: seminar
Requirements/Evaluation: class participation and essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Russian majors; Comparative Literature majors; Global Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 TF 02:35 PM 03:50 PM
Instructor: Baktygul Aliev

COMP 245 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 its intricacy of narrative and the sophistication with which it deals with themes as diverse as love, sex, politics, and family. The novel also explores 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:� 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, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Edwidge Danticat. We will consider theoretical approaches to urban spaces by historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.
Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages, and one final 6-7-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: COMP majors, then ASST majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: formerly COMP 252
Distributional 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 Arts in Electives, GBST Borders, Exiles + Diaspora Studies Electives
Spring 2018

COMP 245 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 its intricacy of narrative and the sophistication with which it deals with themes as diverse as love, sex, politics, and family. The novel also explores 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:� 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, 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 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 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 AMST
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Electives, GBST Borders, Exiles + Diaspora Studies Electives
Spring 2018
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 around 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 August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan, Stoker, and contemporary vampire fiction by Anne Rice and Stephen King. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

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

**Enrollment Limit:**

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Writing Intensive

**Other Attributes:** FMT Core Courses

**Tuition:**

**SEM Instructor:** Christophe Kone

**COMP 247 Gender, Sexuality and Modern Performance (D) (W)**

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 of social identities under intersected systems of oppression. Close analysis of works by dramatists—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 Gionfriddo, and Taylor Mac—will draw us 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, and critical writing, and critical written and oral response may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, PERF Interdepartmental Electives

**Tutor:**

**T Tall Instructor:** Amy Holzapfel

**COMP 248 The Modern Theatre: Plays and Performance**

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, Trelawny, Artaud, O'Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gamarra, and Fornes. Although emphasis will be given to textual analysis and close reading, we will also consider trends in theatre architecture and the actor/audience relationship whenever possible.

**Class Format:** seminar

**Requirements/Evaluation:** two-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 1

**Tall Instructor:** Amy Holzapfel

**COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

This course 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

**Distributional Requirements:** Division 2

**Other Attributes:** ARAB Arabic Studies Electives, JWST Core Electives

**Fall 2017**

**LEC Section:** 01

**TR 09:55 AM 11:10 AM**

**Instructor:** Edan Dekel

**COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics**

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 seminar will focus on providing 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, what other social, political and economic dynamics engulf 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 anthrology, 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-Alil’s A Child in Palestine and Majidi Shafi’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 Arab Studies

**Enrollment Limit:** 40
COMP 252 Arab Women Memoirs: Writing Feminist History
Crosslistings: ARAB 252/COMP 252/WSGS 252/HISTORY 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab diasporas, 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 pointing both in space and time 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 Tugan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespases: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America—a Woman's Journey), Fadwa Fatig and Shirley Eder (In the House of the Dead: Autobiographical Writings by Arab Women Writers), and Jumana 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 WSGS
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives, GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
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 place in different 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 borderland, 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 globalisation 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: Benjamin’s Go Down, Moses, Aimé Césaire’sReturn to My Native Land, Ghassan Kanafani’s Men in the Sun, Mamud Danwish’s Journal of an Ordinary Grief, and Laila 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: 20
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARAB Arabic Studies Electives, GBST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Amal Eqeiq

COMP 254 “Disease” in Modern Chinese Literature and Culture (D)
Crosslistings: CHIN 253/COMP 254/WSGS 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 challenging national and individual identities and representations within the 19th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only real socialities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, nationhood, 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 will examine the cultural and political uses 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 contested. We will read in both the context of new 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). In the House of Silence: Autobiographical Essays by Arab Women, by Amal Eqeiq, 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: 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 WSGS, meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: CHIN Bioethics + Interpretations of Health
Not Offered Academic Year 2018
SEM Instructor: Man He

COMP 255(S) Love and Death in Modern Japanese Literature (D)
Crosslistings: COMP 255/ASST 253
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 and world fiction. We will move on to novels and films that examine a range of other themes, such as, visual testimonies, visual poetry, and by questioning the power and privilege inherent within such categories as “factual” and “fictional,” “sci-fi” and “literature,” and “East” and “West.”
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; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: GBST ASST East Asian Studies Electives
Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Christopher Bolton

COMP 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
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; not available for the fifth course option
Prerequisites: none
Enrollment Timely Preferences: majors or prospective majors in Comparative Literature or Arab Studies
Enrollment Limit: 25
Expected Class Size: 15
Distributional Notes: meets Division 1 requirement if registration is under ARAB
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 2019
SEM Instructor: Aimal Eeqiq

COMP 257 From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D)
Crosslistings: RUS 213/GBST 213/WGSS 214/COMP 257
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 (1857), Lev Tolstoy's Anna Karenina (1873-77), Leopoldo Alas' 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, 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 in Russian culture at Williams
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Literacy Histories B
Not Offered Academic Year 2018
TUT Instructor: Julie Pieprzak

COMP 260(F) Reading Comics from the French-Speaking World
Crosslistings: RLFR 260/COMP 260
In this introductory course to the global postcolonial novel, we will examine novels in translation and 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 readers for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifeh (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel Garcia Marquez (Colombia).

Class Format: seminar
Requirements/Evaluation: weekly response papers, two short papers, presentation/final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Katarzyna Pieprzak

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. This course is designed for any student who wishes to understand the canonical and contemporary literary production in the Arab World, Latin America, and the Caribbean. The course will be divided into three parts: the first part will focus on the Brazilian and Latin American novel, the second part on the Arab novel, and the last part on the Caribbean novel. The course will be based on 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: none
Enrollment Preferences: majors or prospective majors in Comparative Literature or Arab Studies

COMP 258 Film and Media Studies: An Introduction
Crosslistings: ENGL 274/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 films, 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 as 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: none
Enrollment Preferences: none

COMP 259T 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 (1857), Lev Tolstoy’s Anna Karenina (1873-77), Leopoldo Alas’ 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, 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 in Russian culture at Williams
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Literacy Histories B
Not Offered Academic Year 2018
TUT Instructor: Julie Pieprzak
COMP 262 Japanese Theatre and its Contemporary Context
Crosslistings: JAPN 260/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 (nohgaku, 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 forms changed over time? What do they have in common? What happened 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
Distribution Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2018

COMP 263T Colonial Landscapes: Latin America’s Contemporary
Environmental Literature (D) (W)
"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 IPPARRAGUIRE (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); 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 limits 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 pair will meet with me for one hour during the week, during which time we will discuss a 5-page essay 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 meets the goals of 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
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: RLSIP 105, or RLSIP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Preferences: students majoring in Spanish or Environmental Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Requirements: Division 1, Exploring Diversity, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Jennifer French

COMP 264 Beauty, Danger, and the End of the World in Japanese Literature
Crosslistings: COMP 264/ASST 254
From the endemic warfare of the medieval era to the atomic bombing and the violent exploitation 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 spectacle 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 Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo 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
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST
Distribution Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2018
LEO Instructor: Christopher Bolton

COMP 265(S) Theories of Language and Literature (W)
Crosslistings: ENGL 209/COMP 265
This course is made up of questions: What is literature and why 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 want to perform poetry 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 anything need 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
Distribution Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Criticism Courses, ENGL 200-level Gateway Courses
Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Christian Thorne

COMP 266(F) Confession and Deception in Japanese Literature
Crosslistings: COMP 266/ASST 266
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 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; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, 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
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST
Distribution Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christopher Bolton

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 arts and other artistic works were perceived, integrated and at times rejected experiences of the new and the foreign. All readings and discussions will be in English.

Class Format: lecture

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 Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2018

SEM Instructor: Shinko Kagaya

COMP 270(S) Russian Literature and European Existentialism Crosslistings: RUSS 222/COMP 270

Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialism and existentialist are broadly used to describe the worldview and literary style of writers, but their meaning and significance are much more complex. In this course, we will examine the origins of the existentialist worldview in early and modern Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartr; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

Class Format: lecture

Requirements/Evaluation: participation, writing assignments, research paper

Prerequisites: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature

Enrollment Limit: none

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2018

SEM Instructor: Vladimir Ivanov

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 novels The Marquise of O., The Eros and the Basset Hound in Chile, "The Founding," "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 2018

SEM Instructor: Gail Newman

COMP 272(S) The History and Mythology of Chinese Scripts (D) Crosslistings: CHIN 272/COMP 272

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course, we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided uses in contemporary times. We will look at historical evidence and mythology, carefully constructed grammatical studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital era.

Class Format: lecture/discussion

Requirements/Evaluation: quizzes, short writing assignments, and a final exam

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Distributional Requirements: Division 1, Exploring Diversity Spring 2018

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Christopher Nugent

COMP 274F(T) Confronting Japan (W) Crosslistings: JAPN 274/COMP 274

This tutorial looks into confrontations, within Japan and across its borders, of 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, aging, and death, as well as international topics, like minorities, suicide, reclusion and post-3-11 recovery, and international issues, related to Japan’s shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Students will play the roles of regionally different characters 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

Prerequisites: none

Enrollment Preferences: Japanese majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1, Writing Intensive Fall 2017

TUT Section: T1 TBA Instructor: Shinko Kagaya

COMP 275(T) American Drama: Hidden Knowledge (W) Crosslistings: JAPN 275/COMP 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 to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlyle’s Lying and Deception: Theory and Practice, among others), we will proceed to a series of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, 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 and 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

LEC Section: 01 Winter 2018 Instructor: Shinko Kagaya

COMP 276(T) Black Europeans (W) Crosslistings: COMP 276/AFR 276

This course explores the invisibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long presence in a European categorization of races. In the tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Solomon), Holland (Prince Kwasi Boach), and Russia (military leader Abram Petrovich Gannibal) during the 18th and 19th centuries, story painting and decorative arts of the 18th and 19th centuries depicting black servants—
such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancelot's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few—and watch the biopic Belle by Amma Asante (2013), narrating the life of an extraordinary black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in prominent leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache-Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that took the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de diable, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

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: none
Enrollment Preferences: French majors and certificate, Africana and Comparative literature students
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity, Music, and Film
Other Attributes: FMST Core Courses
SEM Instructor: Sophie Saint-Just

COMP 282 Introduction to Francophone Literatures (D)
Crosslistings: RLFR 203/AFR 204/COMP 282
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 affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
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
Distributional Requirements: Division 1, Exploring Diversity, Music, and Film
Other Attributes: FMST Core Courses
SEM Instructor: Sophie Saint-Just

COMP 279 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 yeyaogu, Japanese yokai, Korean yōgo) have long figured prominently in East Asian cultural history. In medieval 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 with nineteenth century tabloids reporting the existence of demon-foxes, giant, 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 wrestle with images of traditional dark beasts. The opening contention of the 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 transgressive modes of being, 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 draw from works by feminist scholars Julia Kristeva, Ilka Quinlan, 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 horrific, 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, extra class discussion, and 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
Distributional Requirements: Division 2, Division 3
Other Attributes: FMST Related Courses
Not Offered Academic Year 2018
SEM Instructor: Jason Storm
COMP 283 Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RELR 282/AFR 282/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 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 RELR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: FMT Core Courses
Not Offered Academic Year 2018
SEM 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 and yet profound question: If modern individuals could free themselves from dogmatism and tradition, from the political and cultural institutions that such beliefs 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. Bronté, 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: none
Enrollment Preferences: students majoring or considering a major in Comparative Literature or a related discipline
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Walter Johnston

COMP 285 World War II in Russian Culture
Crosslistings: REL 227/COMP 285/GBST 220
This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern front of World War II is called in Russia, and its counter-narratives. The veritable cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple transformations. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-enactments in literature and film of the period of Kruschev’s Thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR’s collapse, ordinary Russians and politicians alike continue to this day to see Russia’s victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war — in novels, short stories, feature films, and oral histories — which bring together state violence and individual freedom, patriotism and oppression, remembrance and forgetting. After an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and ideological traditions that address the national trauma that have evolved in the official and unofficial discourses of the war. The search for a “usable past” of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people’s experiences of the war beyond the inherited Soviet myths.
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
Not Offered Academic Year 2018
SEM Instructor: Baktygul Aliev

COMP 286 Japanese Popular Visual Culture
Crosslistings: COMP 286/ARTH 286/ARTH 586/ASST 286
The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan’s earliest visual pop culture dates back to the 17th century, when woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern poster and visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.
Class Format: lecture
Requirements/Evaluation: attendance, participation, two 5-page papers, final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students majoring or considering a major in a related discipline
Enrollment Limit: 35
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1
Not Offered Academic Year 2018

COMP 287 Introduction to Postcolonial Studies (D) (W)
Crosslistings: ENGL 287/COMP 287/GBST 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: 15
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
Not Offered Academic Year 2018
SEM Instructor: Nasia Anam

COMP 289(F) Theorizing Magic (W)
Crosslistings: REL 297/COMP 289/ANTH 297
What is stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and...
superstition played in European modernization and colonization projects. The crises, and by their insight into the struggles of the nation and the evolution of lives and loves at moments of historic upheaval: the detailed patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: War and Peace (1869), Leo Tolstoy’s epic of the Napoleonic Wars, and Paradise’s End (1924–28), Ford Maddox Ford’s modernist masterpiece about World War I and its transformation on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy’s and Ford’s approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels deployed in a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Class Format: 
Requirements/Evaluation:
- regular class participation and six 5-page papers
- Extra Info: may not be taken on a pass/fail basis
- Prerequisites: none
- Enrollment Preferences: none
- Distributional Requirements: Division 1, Writing Intensive
- Fall 2017
- SEM Section: 01 TR 09:55 AM 1:10 AM Instructor: Stephen Tiffth

COMP 294T 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 by merely illustrating it, but rather 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 how to grasp in all their concreteness and that only the novel can seize.” If Kundera is right, fictional narratives (such as thrillers) 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 nature appeals to belief alone; narrative art, by contrast, can be persuasive in ways that are not, 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 presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning of life. The choice of literary works and films to be discussed will to some extent depend on students’ interest. Most of the authors we will come from this list, however: Sarah, de Beauvoir, Kafka, Dostojevsky, Thomas Mann, Camus, Eco, Walser, Resnais, Marciano Marani, Be, Chateau, Mora, Alejandra 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. 

Crosslistings: PHIL 294/COMP 294

Instructor: Stephen Tiffth
COMP 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 questions are: What is film?—has been approached and 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 Münsterberg, 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 document, as experiment 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 accurately capture reality, as no other art does? Does it advance our thinking and increase our awareness of the world? Or is it a supreme illusion, a dream-like 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? Or is it the result of a loose 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? By do we seek to experience through film fear and anguish 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), & two 5 pages long papers
Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening screening screenings are mandatory 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 2018
SEM Instructor: Bojana Mladenovic

COMP 296(S) Chinese Film and Its Significant Others
Crosslistings: CHIN 226/COMP 296
From the “wows” that the first short films invoked at a Shanghai teahouse in 1896 to the $527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationship between Chinese films and five “significant others” that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film’s social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors’ notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.
Class Format: lecture
Requirements/Evaluation: attendance and participation, short response papers (1-2 pages each), one final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1
Spring 2018
LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Man He

COMP 297(T) Present Past: The Politics of Memory in Contemporary Chinese Literature and Films (W)
Crosslistings: FLMST 297
What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical “past” remembered, forgotten, and subverted in a literary “present”? This tutorial explores the politics of memory in contemporary literatures and films from the People’s Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these “post” societies represent state-sponsored narratives of remembrance, dissidents’ collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close-and distant-readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and homeland in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include “root-seeking”, “new realist”, “avant-garde” and “hooligan” novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and seventh new wave filmmakers from these three “post” societies.
Class Format: tutorial
Requirements/Evaluation: attendance and participation, five short papers, one long research paper, three short critiques of a partner’s paper, one final project Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
TUT Section: T1 TBA Instructor: Man He

COMP 298(S) Introduction to French and Francophone Film (D)
Crosslistings: RLFR 228/COMP 298
In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, ’30s and ’40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembène, Mamébty, Malle, Varda, Peck, and Sissako. Conducted in French.
Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Preferences: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 1, Exploring Diversity
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Sophie Saint-Just

COMP 299(T) Coffee, Sugar, Wigs, and Desks: Writing and Material Life in Early Modern France (W)
Crosslistings: RLFR 229/COMP 299
This tutorial considers the relationship between slavery, colonial commerce, and the burgeoning market in material and cultural goods. We look at France’s “consumer revolution” through the lens of four material objects—sugar, coffee, wigs, and desks—to consider how eighteen-century concepts of race, gender, and social status related to taste, sociability, appearance, and written identity. Readings by Voltaire, Aulnoy, Genlis, Bernardine de Saint-Pierre, and others will be paired with critical texts from literary and material historians as well as objects found in local collections.
Class Format: tutorial
Requirements/Evaluation: five papers and five responses Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105, a 200-level course, or instructor permission
Enrollment Preferences: first- and second-year students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Spring 2018
In this tutorial course, we will explore interdisciplinary ways of theorizing the outraged reception of certain works of film, theater, and fiction. When riots, censorship, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political or social events it portrays. Something powerful symptomatically at work, then: a set of threatened investments, unrecognized values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respects art's historical contexts, and use theoretical models—aesthetic, political, psychological, social—as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and its historical moment. We will study instances of outrage in the context of French Revolution (Beaumarchais' The Marriage of Figaro), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's Ubu the King), the sodomy trials of Oscar Wilde (The Importance of Being Earnest), the Irish Revolution (Smythe's The Playboy of the Western World and O'Casey's The Plough and the Stars), and Stalinist collectivization (Eisenstein's suppressed film Bezbin Meadow). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and a short written analyses of their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation (of historical events and of theoretical texts as well as of literature and film), but also in composing critical arguments and responding to them in written and oral critiques. 

Class Format: tutorial

Requirements/Evaluation: active participation in tutorial discussions, five 5- to 6-page papers, five 1- to 2-page critiques

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, Comparative Literature majors, highly qualified sophomores

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: ENGL Criticism Courses, ENGL Literary Histories G

Spring 2018

TUT Section: T1

TBA Instructor: Stephen Tiff

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 countercurrent that worships something else: an experience of excitement, fear, suspense, 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 something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical moralists to the German Idealists, as a way to make aesthetics paradoxical 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, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) 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 Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response, a polished oral presentation, and a final 15-page paper

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

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Preferences: students majoring or considering a major in a related field

Enrollment Limit: 15

Expected Class Size: 9

Distributional Requirements: Division 1

Spring 2018

SEM Section: 01

W 01:10 PM to 03:50 PM

Instructor: Christopher Bolton

COMP 302T 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: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carlos Castaneda, and Rodolfo Acuna. 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. Students will be asked to take an oral or written 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 reading students and is intended to enable able to read and speak Spanish will be paired together 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; not available for the fifth course option

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 2018

TUT Instructor: Gene Bell-Villada

COMP 304 Queer of Color Critique: Race, Sex and Urban Life (D)

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

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 take up the critical enterprise, 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 2018

LEC Instructor: Gregory Mitchell

COMP 305 Dostoevsky: Context and Interpretation

Crosslistings: RUS 305/COMP 305

This course examines some of the best-known works of Fedor Dostoevsky by exploring the richness of their 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 society of the modern age. Key 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

Not Offered Academic Year 2018
COMP 306(S) Rise and Shine with Tolstoy

Crosslistings: RUSS 306/COMP 306

Prepare to alternately fall in love and lock horns with this illustrious nineteenth-century Russian author. He is worth it! This course will examine the life and major works of Leo Tolstoy in the context of Western intellectual history. Readings will include his two great novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as The Cossacks and Hadji Murad. We will also consider some of Tolstoy's aesthetic and didactic works as we examine his broad, rich, and sometimes unexpected development as an artist and thinker.

Class Format: Seminar

Requirements/Evaluation: active and substantive class participation; short papers; leading class discussion

Prerequisites: none

Enrollment Preferences: RUSS and COMP majors

Enrollment Limit: 15

Expected Class Size: 7

Distributional Requirements: Division 1

Other Attributes: GBST Russian + Eurasian Studies Electives

Spring 2018

SEM Section: 01 MWF 08:30 AM 09:45 AM Instructor: Janneke van de Stadt

COMP 307 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 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, 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

Distributional Requirements: 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 2018

SEM Instructor: Dorothy Wang

COMP 308 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 liberating in Japan during the twenties and in contemporary China. The new works of culture by Asian American artists and filmmakers are often political and are curiosities about black identity, "identity politics," the theories of gender and sexuality. In some instances, we will look at applied effects on people of color—especially members within the African Diaspora. From skin bleaching creams like "Whitenarios" 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 lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the pathologies that produce these 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, response papers, one 6- to 8-page paper, and a formal class presentation

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

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 2018

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

COMP 310(S) Theorizing Shakespeare

Crosslistings: ENGL 311/THEA 311/WGSS 311/COMP 310

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and King Lear. We will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theory, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Class Format: Seminar

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGLISH literature exam, 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: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: ENGL Criticism Courses, ENGL Literary Histories

Spring 2018

SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Christopher Pye

COMP 311 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—South New Orleans, LA, Chicago, New York City, 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 is familiar, and thereby becomes a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theory, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

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 AFR or ENGL; 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 2018

SEM Instructor: Dorothy Wang

COMP 312 Francogaphic Islands (D)

Crosslistings: RLF 320/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 these processes? For example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery—the bodies split open, the Popes turned upside down, and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-European geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vila Nuova, and a selection of Dante’s other works. All readings will be in translation.

Class Format: seminar
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 permission of instructor
Enrollment Preferences: French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 15
Distributional Notes:
Distributional Requirements: Division 1, Exploring Diversity
Not Offered Academic Year 2018
SEM Instructor: Katarzyna Pieprzak

COMP 314T 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 educational and moral powers of the nuclear family. Today we confront 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 challenged 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; not available for the fifth course option
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 2018
TUT Instructor: Gail Newman

COMP 316 An American Family and "Reality" Television (W)
Crosslistings: ARTH 316/SFS 316/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, public controversy and, from the beginning, Francophone commentary. 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 daughter. The series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and 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 graded 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 WGS
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: C. Ondine Chavoya

COMP 317(S) Dante
Crosslistings: ENGL 304/COMP 317
In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of that journey. It is organized around a series of stations with diverse characters from the poet’s past—for example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery—the bodies split open, the Popes turned upside down, and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-European geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vila Nuova, and a selection of Dante’s other works. All readings will be in translation.
Class Format: seminar
Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper
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
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A
Spring 2018
SEM Section: 01
TF 01:10 PM 02:25 PM
Instructor: John Kleiner

COMP 318 Twentieth-Century French Novel: From Adversity to Modernity
Crosslistings: RLFR 318/COMP 318
In this sequel to 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 and social indifference, 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 twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djebar. Films to include works by Fassbinder, Annadar, Lloret, Ducastel, Martineau, Téchiné, Charef. 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; seniors returning from study abroad (in France or other countries) are particularly welcome
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Daniel Martin

COMP 319(F) Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/TEAH 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 abroad. 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 religion and culture in Harlem? How did Russian-Canadian historian 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 relationship between migration and autobiography. 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,
COMP 32(T) 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 thevish. 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 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 elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Sappho, Pindar, Aeschylus, Euripides, Plato’s and Aristo’s 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; not available for the fifth course option

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 2018

TUT Instructor: Edan Dekel

COMP 32 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 theatrical 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 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
Not Offered Academic Year 2018

LEC Instructor: Rashida Braggs

COMP 322(S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 323/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 how graphic novels can provide a method for transgressing the boundaries and preconceived notions that have historically shaped the ways African American history is remembered. Students will be introduced to the genre of the graphic novel, which will be defined as a narrative told in sequential illustrations, usually in conjunction with accompanying text, that seeks to establish a narrative in a manner similar to the comic book. The graphic novel also has the potential to create more engaging, more relatable approaches to the presentation of the life stories of African American people. This course will explore the potential of this medium for representing the African American past. Reading assignments will include graphic novels and comic strips, with the help of critical essays, reviews and films; the chosen texts will center on African American culture, 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 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: 10
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 Core Electives; 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

Spring 2018

TUT Instructor: Rashida Braggs

COMP 323 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 probed 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 ultimate falsehood. This 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; not available for the fifth course option

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 2018

TUT Instructor: Gail Newman

COMP 324(S) The Orientalist Sublime and the Politics of Horror (D)

Crosslistings: ENGL 334/COMP 324

Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name the things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of The Arabian Nights into French in 1707. We will read the Nights alongside Edmund Burke’s and Immanuel Kant’s theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and
gendered imaginations will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and afterlife of European Orientalism from the eighteenth century to the present. Authors and artists include Daniel Defoe, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Class Format: seminar

Requirements/Evaluation: one 2-3 page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

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

Prerequisites: none

Enrollment Preferences: English and Comparative Literature majors

Enrollment Limit: REL 327/COMP 327

Expected Class Size: 20

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: ASAM Core Courses, ENGL Criticism Courses, ENGL Literary Histories B

Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Anjuli Raza Kolb

COMP 325 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 warning 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 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: 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: REL 328

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

Not Offered Academic Year 2018

SEM Instructor: Christina Simko

COMP 326T 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 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 of time? 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 of time have been shaped by cultural and social forces 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, analytical essays, responses, and revised essays

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week one 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, Latin/o Studies, Comparative Literature, and Women’s, Gender, and Sexuality Studies or students who have previous coursework in those programs

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 Comp Studies in Race, Ethnicity, Diaspora, AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives, LATS Core Electives

Not Offered Academic Year 2018

TUT Instructor: Jacqueline Hidalgo

COMP 327 Theory after Postmodernism: New Materialisms and Realism

Crosslistings: LATS 319/AMST 319/REL 316/COMP 328/ENVI 318

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 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 summarize the separation between the sciences and the humanities, and to contest 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 and dethrone humanity from the center of philosophy.

Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine 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 on a pass/fail basis; not available for the fifth course option

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: Division 2

Not Offered Academic Year 2018

SEM Instructor: Jason Storm

COMP 328 California: Myths, Peoples, Places (W)

Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318

California: the place most defined by 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 regular participation, short writing exercises, 1-3 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 REL; 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, LATS Core Electives

Not Offered Academic Year 2018

SEM Instructor: Jason Storm

COMP 329(S) Political Romanticism
COMP 330(S) 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 both pre-flood and current re-building. Reading selections will include examples such as Harper's Weekly (La fusco (New Orleans)), 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 Button, 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. Distribution Requirements: Division 1. Other Attributes: AMST Arts in Context Electives, AMST Space and Place Electives, FMST Related Courses. Spring 2018 SEM Section: 01 R 01:10 PM 03:50 PM Instructor: Deborah Brothers

COMP 331T The Brothers Karamazov (W)

Crosslistings: RUSS 331/COMP 331/ENGL 371

What are the greatest novels one 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 lied 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 pleasures ever be carried out divine justice? Is humanity prepared to bear the burden of responsibility? This course will follow 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 social and political questions through the unique artistic form of The Brothers Karamazov. Class Format: tutorial. Requirements/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: 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. Distribution Requirements: Division 1, Writing Intensive. Other Attributes: JLST Interdepartmental Electives, Not offered Academic Year 2018. 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, performance, and sound art. Students who are interested in telling 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, Lynn Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jeff Hilde, and Others. One of the goals 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. Enrollment Preferences: Art Studio majors. Enrollment Limit: 10. Expected Class Size: 10. Distribution Requirements: Division 1, Not offered Academic Year 2018. TUT Instructor: Laylah Ali

COMP 334(S) 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 millenia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-stories, including a 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: based on responses to a questionnaire. 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. Distribution Requirements: Division 2, Writing Intensive. Other Attributes: JWST Core Electives. Spring 2018 SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Peter Just

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, and how 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 Stevens' 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 discuss important "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" "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.

Composers of the Millennium: New, Emergent, and Avant-garde
Distributional Requirements: AMST & Arts in Context Electives
Expected Class Size: 10
Expected Enrollment Limit: 10
Enrollment Preferences: English majors, COMP majors; AMST majors; preference will be given to students who have already taken at least one literature class
Enrollment Limit: 10

COMP 337E 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 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 ambivalent: 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; Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Jason Storm

COMP 338 The Culture of Carnival (D)
Crosslistings: THSA 335/COMP 338

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, 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, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade.
Prerequisites: none
Enrollment Preferences: sophomores and first-year students
Enrollment Limit: 20
Expected Class Size: 18

COMP 339 Race, Gender, and Performance from Literature to Social Media (W)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THSA 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 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 pursue course 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 recontextualize and deconstruct 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

COMP 340 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.

**Enrollment Preferences:** Comparative Literature majors

**Enrollment Limit:** 15

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Writing Intensive

**Other Attributes:** AMST Critical and Cultural Theory Electives, ENGL Criticism Courses

Not Offered Academic Year 2018

SEM Instructor: Gail Newman

**COMP 341 (F) Cinematic Representations of Work and Migration after the Wall**

Crosslistings: 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 labor, 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 new expressive forms of globalization such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also with what new opportunities might arise, and for which groups. We will study the depictions of manual labor, 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, Sandra Mezzadra and Ben Neilson, Jeffrey Nealon, Lara Agustín, Angela Metillopolous, Lauren Betrandt and Mieke Bal. Films will likely include: Illegal, Working Man’s Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Where’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; not available for the fifth course option

**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

**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

**Other Attributes:** ENGL Criticism Courses

Fall 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Helga Dru克斯

**COMP 342 The City and the Globe (D)**

Crosslistings: ENGL 344/COMP 342/AFR 344

This course will inquire into 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 itinerary takes 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, Emiliano Zapata, 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 comparison with 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

**Expected 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

**Other Attributes:** ENGL Literary Histories C

Not Offered Academic Year 2018

SEM Instructor: Nasia Anam

**COMP 343 Spectacles on His Nose and Autumn on his Heart:**

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, journalism, 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 fascinated brilliant literary conversations, among them Gorky, Ants Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an ED offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a necessary author—an outsider, intertwined, and coexisting 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:** 12

**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 2018

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 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 post-colonial and trans-cultural thinking as part of the Exploring Diversity Initiative, will be useful to students interested in the study of comparative literature, politics and cultural studies, and international relations.


**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 RB; meets Division 1 requirement 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 2018

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 the question of whether or not museums, memorials, and cultural and aesthetic 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 (Andreas Huyssen)? We will look at museum 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).
COMP 347T Silence, Loss and (Non)Memory in Twentieth-Century Austria (D) (W)
Crosslistings: GER 331/COMP 347
Think of Austria and glaring 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 is proud of this modern fact deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 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 Wittgenstein'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 Reichtart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Cameron, born to a 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 semi-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 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 4 of the papers will be in German. This tutorial will fulfill the Exploring Diversity Initiative, because it involves a close and critical examination of 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: seminar
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: one college-level literature course
Enrollment Preferences: German students, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Gail Newman

COMP 348(F) Drawing Democracy: Graphic Narratives as Democratic Ideals
Crosslistings: LATS 348/AMST 348/COMP 348
This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text vs. image) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the “graphic activism” of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vélez (Planet Bronz, 2015 Creative Capital Award in Visual Arts).
Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper
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
Enrollment Limit: 15
Expected Class Size: 15

COMP 349 Max Weber & Critical Theory as Rationalization & Its Discontents
Crosslistings: REL 350/SOC 350/COMP 349
We live in an age characterized by unprecedented technological and scientific progress—we have unwired 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 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 ramifications of this modernity 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 once 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 contexts. We will examine Weber's key innovations in detail, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. We will show how thinkers such as Theodor Adorno, Georges Bataille, Jurgen Habermas, 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
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 and meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives, REL Body of Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Jason Storm

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 not ceased to influence artists and thinkers since. Engaging, and at times, acerbic, 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. From the original 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; not available for the fifth course option
Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Preferences: Comparative Literature majors and upperclassmen
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 2018
SEM Instructor: Leyla Rouhi

COMP 351(S) Friedrich Nietzsche: Philosopherizing with a Hammer
Crosslistings: REL 354/COMP 351
In one of his last major writings, Twilight of the Idols (Götzen-Dämmerung, 1889), Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual “idols,” saying, “they will be touched here with a hammer as with a tuning fork, these are the oldest, most convincing, puffed-up, and fat-headed idols you will ever find...And so to the most hollow.” To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy
itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche’s writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his radical ideas such as the superman and the will to power. Along the way, students will get a new sense of Nietzsche’s most famous formulations such as “the death of God,” the Ubermensch, and the split between Dionysian/Apollonian modes of thought.

Class Format: seminar

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

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

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 25

Distribution Requirements: Distributional Requirements: Core Electives

Other Attributes: FR - Related Courses

Spring 2018

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jason Storm

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, 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 mass expulsions and diaspora that were 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 diasporic survivor? We will discuss the role of exile and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñe de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, an oral 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: Distributional Requirements: Core Electives

Not Offered Academic Year 2018

SEM Instructor: Soledad Fox

COMP 353(F) Anticolonial Avant Gardes: Literature, Film, Theory (D) Crosslistings: ENGL 352/COMP 353

Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the “avant garde” call to mind the great cities of Europe and America in the early decades of the twentieth century. From the Left Bank in Paris, from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the “naive arts” and primitive energies of the “uncivilized societies” in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless poetically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Antje Krog will help us locate and consider the explosive diversity of a broader avant garde’s experiments with image, story, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing the question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade texts of modernist expression.

Class Format: seminar

Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 15- to 25-page research paper

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

Prerequisites: a 100 level English 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

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 after life. We will pay special attention to the two afterlives this question can address: the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course delves into the relationship of these two afterlives, 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, Augustine, Petrarch, Dante, Montaigne, Shakespeare’s Hamlet and Richard II, Jonson, Donne, and Milton.

Class Format: seminar

Requirements/Evaluation: one-page paper, one 10-page 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

Distribution Requirements: Distributional Requirements: Core Electives

Not Offered Academic Year 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Emily Vasiliasakas

COMP 355 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 is our present moment? What is this present moment? 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. Students will be required to attend theatre, dance and other performances at the 62 Center. Artists and groups considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Meredith Monk, Edward Albee, Maria Irene Fornes, Sam Shepard, Caryll Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Antonio Waskin, 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 HistoryEnglish or Comparative Literature majors

Enrollment Limit: 18

Expected Class Size: 16

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: Distributional Requirements: Core Electives

Not Offered Academic Year 2018

SEM Instructor: Amy Holzapfel

COMP 358 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 oceans of the world 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 casino, 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 count toward 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 5 on the AP English Literature exam, 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

Not Offered Academic Year 2018
SEM Instructor: Nasia Anam

COMP 362(T) 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 society. Indeed, sociologists have argued that social life is itself "storied", 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 constructing personal identity? What cultural templates structures 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, confessionals, 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 may 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
Fall 2017
TUT Section: T1 TBA Instructor: Christina Simko

COMP 363 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 identities 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 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) & Tarik 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
Not Offered Academic Year 2018
SEM Instructor: Amal Eqeiq

COMP 365(F) Beckett, Pinter and Stoppard
Crosslistings: THEA 365/ENGL 365/COMP 365
Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's van and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Cherry Orchard, Rosencrantz and Guildenstern are Dead, Krapp's Last Tape, The Homecoming, No Man's Land, Betrayal, Waiting for Godot, Dogg's Hamlet, The Invention of Love, Arcadia, Rock 'n' Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a Staircase, and One Last Thing. We will give consideration to these works as both literary and theatrical texts.

Class Format: seminar
Requirements/Evaluation: two long papers, four 1- to 2-page shorter reflections, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: Theatre and English majors
Enrollment Limit: 18
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: James Pethica

COMP 366(F) Joyce, Woolf, and Proust
Crosslistings: ENGL 325/COMP 366
This seminar focuses on novels of three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his seven-volume In Search of Lost Time), Virginia Woolf (To the Lighthouse, and James Joyce (Ulysses, written in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhalation of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the highlighting of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.

Class Format: seminar
Requirements/Evaluation: regular class participation, two 8- to 10-page papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome
Enrollment Preferences: English majors, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Stephen Fix

COMP 368(F) Arab Women Writers: Remapping Urban Narratives (W)
Crosslistings: ARAB 368/COMP 368/WGSS 368
In "In the Lover of Blue Writing above the Sea" (1985) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines insinuate, our grandmothers' Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Rajia'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Bucharest, Tokyo and Sao Paulo. The course will consider material that addresses these questions: How does the city appear as a protagonist? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and femininity, public spheres.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, and a final 10-page 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: Arabic Studies majors and Comparative Literature majors

COMP 389(S) Indigenous Narratives: From the Fourth World to the Global South (D) (W)

Crosslistings: COMP 369/ARB 369/GRST 369/HIST 306

In the late 20th century, world literature has witnessed a “boom” in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern narrative and the indigenous in terms of literary justice fostered by theoretic and political discourses as well as the influence of colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this “indigenous boom” by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigenity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashsheliyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arte Angechu and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5-7 pages)

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
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: ARAB Arabic Studies Electives, GBST Borders, Exiles + Diaspora Studies Electives

Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Amal Eqeiq

COMP 374 Shades of Plato’s Cave: Image, Screen, and Spectacle
Crosslistings: PSCI 374/COM 374/ARTH 526

In Book 7 of the Republic, Aristotle 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 metaphoric seeing, how Plato’s approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important questions about image and representation. How did metaphoric seeing, as evident in the works of the Kardish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: Seminar
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5-7 pages)

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
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: ARAB Arabic Studies Electives, GBST Borders, Exiles + Diaspora Studies Electives

Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Amal Eqeiq

COMP 375 New Asian American, African American, Native American, and Latino/a Writing (D)
Crosslistings: AMST 375/COM 375/ENGL 375/AFR 333/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 Latino/a 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 Wil 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
Enrollment Limit: 15
Expected Class Size: 15
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 2018
SEM Instructor: Dorothy Wang

COMP 380 Literary and Critical Theory in the Twentieth Century Crosslistings: COMP 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: structuralism, deconstruction, new varieties of hermeneutic criticism, French Structuralism and...
Crosslistings: AMST 382/COMP 382

In this course, we will examine transnational Asian/American film and video through the frameworks of cultural studies and critical media literacy. We will traverse communal, national, and transnational lines through an exposure to different forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will consider three levels of analysis: (1) the conditions of power and visibility that are being mediated by sites of representation, (2) the networks and platforms that help to make these sites possible, and (3) the materials, meanings, and acts being performed by them. How does the Asian-American, and/or Asian American representation being produced, performed, embodied, and consumed? What are the historical, social, political, economic, and cultural ideologies at play in a given context? What formal and performative tactics are being used by the creators and actors? And what are the possibilities and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the Asian context. Students will produce a creative media project at the end of the semester.

Class Format: seminar
Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project
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: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2; Exploring Diversity
Other Attributes: AMST Comparative Studies in Race, Ethnicity, and Diaspora Electives, AMST Critical and Cultural Theory Electives
Spring 2018
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Anthony Kim

COMP 383(S) Representing History
Crosslistings: ENGL 383/COMP 383

Moments of political turmoil expose those highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of colonialization, representations of culture, forms of cultural, historical, and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pahlmuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's October, Reifenstahl's The Blue Light, Wellman's Nothing Sacred and Pontecorvo's The Battle of Algiers.

Class Format: seminar
Requirements/Evaluation: one 8- to 10-page essay and one 10- to 12-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: 18
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories B
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Anita Sokolsky

COMP 385(S) Fiction of Beckett and Sebald
Crosslistings: ENGL 385/COMP 386

This seminar explores two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination, of the past. We will read some of Beckett's short fiction and his novel Molloy, Malone Dies, and The Unnamable; Sebald's major works of fiction, Vertigo, The Emigrants, The Rings of Saturn, and Austerlitz; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

Class Format: seminar
Requirements/Evaluation: regular class participation, two 8- to 10-page 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, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Stephen Tiffany

COMP 392(F) Wonder
Crosslistings: ENGL 392/COMP 392

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cool and sophisticated act of critical analysis. In this seminar we will ask whether there is a concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations between the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W. G. Sebald (all wonderful); painters such as Leonardo and Vermee, the photography of Andreas Gursky and Thomas Struth; films including Lang's Metropolis and Scott's Blade Runner; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers totaling 20 pages
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 and Comparative Literature majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories A
Fall 2017
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Christopher Pye

COMP 395(F) 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 has the culture of wonder changed 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: evaluation based on two papers, one 6 and one 10-12 pages in length, and general 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, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories B
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Janneke van de Stadt

COMP 397 Independent Study: Comparative Literature
Crosslistings: ENGL 397/COMP 397/AMST 397

Comparative Literature 300-level independent study.

Class Format: independent study
Distributional Requirements: Division 1
Not Offered Academic Year 2018
IND Instructor: Janneke van de Stadt

COMP 398 Independent Study: Comparative Literature
Crosslistings: ENGL 398/COMP 398/AMST 398

Comparative Literature 300-level independent study.

Class Format: independent study
Distributional Requirements: Division 1
Not Offered Academic Year 2018
IND Instructor: Janneke van de Stadt

COMP 401(F) Senior Seminar: The Antigone Project
Crosslistings: COMP 401/THEA 402
What is the role of the individual in the making and sustaining of democracy? Conversely, what is the state’s role in upholding democratic rule? Such questions—while pressing in our contemporary social and political climate—reside at the core of one of the most foundational works of the ancient Athenian context: Socrates’ Antigone. For the Sophists, the Antigone in Comparative Literature, students will spend the semester exploring in depth the single work of Antigone, approaching it through various lenses: theoretical, historical, social, philosophical, political, literary, performative, and creative. In this course, we will explore the richness and meaning of Antigone by understanding it as performance, social practice, text, translation, and adaptation (in works by artists such as Jean Anouilh, Bertolt Brecht, Seamus Heaney, Giselda Gambaro, Karen Hartman, and Lynn Nottage, and in theory by Aristotle, Hegel, Nietzsche, or Zizek). Assignments will include: four 1- to 2-page writing reflections, a 6- to 8-page midterm paper, an oral presentation, and group collaboration. As a major final assignment, students will work to complete a 15- to 20-page translation or adaptation that envisions their own creative, curatorial, and critical approach to Antigone. This course is a requirement for senior Comparative Literature majors and is also open, with permission of the instructor, to advanced students undertaking the major in units such as Theatre, English, Classics, and Art.

Class Format: seminar
Requirements/Evaluation: four 1- to 2-page writing reflections, a 6-8 page midterm paper, an oral presentation, group collaboration, and a final creative project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: COMP 121
Enrollment Preferences: Comparative Literature majors, Theatre majors
Enrollment Limit: 15
Expected Class Size: 13
Distributional Requirements: Division 1

Fall 2017
SEM Section: 01
TF 02:35 PM-03:50 PM
Instructor: Amy Holzafel

COMP 403 Topics in Advanced Arabic: Contemporary Arab Cinema Crosslistings: ARAB 401/COMP 403
The Arab world is a rich treasure trove 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 selected 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: none
Distribution Notes: meets Division 1 requirement if registration is under ARAB

Distributional Requirements: Division 1
Other Attributes: Foreign Courses
Not Offered Academic Year 2018
LEC Instructor: Lama Nsassif

COMP 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D)
Crosslistings: WGSS 404/COMP 404
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 acceptance 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 Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this era of queer visibility and acceptance has also sealed 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 and cultural engagements of variously 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 changed and what has not. This course begins with a reading of the late 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 (1979-1985). 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; not available for the fifth course option
Prerequisites: WGSS 101 or 202, or another 200-level or 300-level course in WGSS, COMP, HIST, ENGL, or AMST, or another courses focusing on gender
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 (smartin@williams.edu) to inquire
Enrollment Limit: 16
Expected Class Size: 16
Not Offered Academic Year 2018

Not Offered Academic Year 2018

SEM Instructor: Brian Martin

COMP 407(S) Literature, Justice and Community (D)
Crosslistings: ENGL 407/COMP 407
Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine community without exclusion? What would the members of such a community look like? Would such a community even be possible? Would it be a community? And might literature in particular help us to say anything about the possibilities of communities, freedom, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will practice reading, discussing, and imaginatively imagining collaborative political work in relation to fiction from Euripides to Kafka, Farhadi, and Louise Erdrich’s poetry, and Farhadi's A Separation. But the course will equally suggest that such contingency is inherent in the concept of justice as such, as there is no possibility of justice bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances—intimately and closely to home, as it were.

Class Format: seminar
Requirements/Evaluation: one 5-page paper, and a final 15-page paper
Prerequisites: a 300-level ENGL course or permission of instructor
Enrollment Preferences: English Majors; Comparative Literature Majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: ENGL Criticism Courses, JLST Interdepartmental Electives, JLST Theories of Justice/Law
Spring 2018
SEM Section: 01
MR 01:10 PM-02:25 PM
Instructor: Christopher Pye

COMP 410 Black Literary and Cultural Theories Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 354
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, Negritude, 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 culture more broadly.

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
Not Offered Academic Year 2018
SEM Instructor: Dorothy Wang
Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the recent past.

Class Format: seminar
Requirements/Evaluation: two 10- to 12-page essays or one long final 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: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories B

SEM Section: 05 MR 02:35 PM 03:50 PM
Instructor: Anita Sokolsky

COMP 440(S) Wittgenstein and Literary Studies (W)

Wittgenstein is widely regarded as one of the most important figures in twentieth-century philosophy, yet his groundbreaking writings remain perplexingly under-appreciated in the world of literary studies. In this course we will address this shortcoming in two ways. First, we will familiarize ourselves with some of Wittgenstein's key works (and the works of thinkers deeply influenced by him, like Stanley Cavell and Cora Diamond) and try to see what is so radical about them. Second, we'll explore the still untapped potential of Wittgenstein's writings for those of us whose primary home is in the field of literary studies. Topics considered will include: meaning, intention, and interpretation (Derrida, de Man); ethical alterity and the concept of the Other (Levinas); sex, gender, and the body (Butler, Foucault, Moi); ethics of the self, authenticity, and style (Fried, Taylor); modernity and modernism (Pippin); experimental writing (Perloff, Bruns); and the relationship between humans and animals (Wolfe). Some prior experience with philosophy and/or literary theory will obviously be helpful but is not necessary. This course will have much to offer students who are majoring in English, Comparative Literature, or Philosophy. If you have questions about this course and its suitability for you and your intellectual interests, feel free to contact me at brhie@williams.edu.

Class Format: seminar
Requirements/Evaluation: quality of class participation, a final 20- to 25-page research paper
Prerequisites: a 100-level English course or permission of the instructor
Enrollment Preferences: English majors, by seniority; then Comparative Literature and Philosophy majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Criticism Courses, PHIL - Related Courses

SEM Section: 01 MR 01:10 PM 02:25 PM
Instructor: Bernard Rhee

COMP 465 Race and Abstraction

Crosslistings: HIST 392/COMP 465/ENGL 326

Minority artists—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 (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, 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 innate to all. 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 Bensenbrugge, 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 Bensenbrugge, 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
took good advantage of the unlimited possibilities available.

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 computer 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 course sequences for 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 6 courses is required in Computer Science, including the following:

- Introductory Courses
  - Computer Science 134 Introduction to Computer Science
  - 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, Computer Science elective courses (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

Any Mathematics or Statistics course at the 200-level or higher except for MATH 200

Required Proficiency in Discrete Mathematics

Students must demonstrate proficiency in discrete mathematics by either passing the departmental Discrete Mathematics Proficiency Exam or by earning a passing grade in MATH 200

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement 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 for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (Computational Graphics) if they want elective credit. Computer Science 102T, 107, 109, and 134 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 fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics course at the 200-level or higher (except for MATH 200) 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 course. 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 recommending 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 483 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 early spring semester.

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 promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding candidates who require honors. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES


Computer Science 134 provides 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 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 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 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.

COMPUTER SCIENCE 134

Introduction to Computer Science covers fundamental concepts in the design, implementation, and evaluation of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs. The department offers a family of courses listed under the CSCI 134 heading. Each course provides an introduction to computer science, but the particular topic or programming language employed may vary. Students may only take a single course with the CSCI 134 heading.

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 and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science. You can find general study abroad 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 course offerings to form two or more 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 in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 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 of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient fall of the senior 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.

There are, 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

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Crosslistings: CSCI 102T, 107, 109, 205, 315, 331, 336T, 337T, 339, 354, 356T, 371, 372, 373, 374T, 375, 376, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most upper level courses in the department. Students who plan to study away but do not expect to take courses toward the major should consult with the department. Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet 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 (with the exception of tutorials), though enrollment in 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(F) 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, so are 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 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

Fall 2017

TUT Section: T1 TBA Instructor: Bill Jannen

LAB Section: T2 F 11:00 AM 12:15 PM Instructor: Bill Jannen

CSCI 107 Creating Games (Q)

Crosslistings: CSCI 107/ARTS 107

This game is unique as the only broadly successful interactive art form. 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  
**Extra Info:** may not be taken on a pass/fail basis  
**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 number 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 CSC1. images are uploaded to this course, but do not count toward the ART requirement.

**Distributional Requirements:**  
Division 3, Quantitative/Formal Reasoning  
Other Attributes: FMST Core Courses  
Not Offered Academic Year 2018  
LEC Instructor: Morgan McGuire

**CSCI 109 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 on a personal computer. Students will learn to design programs in a wide range of application areas, from games to spam filters and image editing to scientific simulations. Programming topics include object-oriented programming, control structures, arrays, recursion, and event-driven programming. Students will learn to design programs with an emphasis on designing
design that is both functional and aesthetically pleasing. Students will learn to design programs with an emphasis on designing programs that are both functional and aesthetically pleasing.

**Class Format:** lecture/laboratory  
**Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations.  
**Prerequisites:** this course is open to students who have successfully completed a CSC1 course number 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  
Not Offered Academic Year 2018  
LEC Instructor: Duane Bailey

**CSCI 134(F) Introduction to Computer Science: Objects, Events, and Graphics (Q)**  
Computing is central to many aspects of our lives and the world. This course introduces fundamental ideas in computer science and builds the skills necessary to create computer programs in the Java programming language, with an emphasis on object-oriented programming and user interfaces. Students will learn to design games in a wide range of application areas, from games to spam filters and image editing to scientific simulations. Programming topics include object-oriented programming, control structures, arrays, recursion, and event-driven programming. Students will learn to design programs with an emphasis on designing programs that are both functional and aesthetically pleasing. Students will learn to design programs with an emphasis on designing programs that are both functional and aesthetically pleasing.

**Class Format:** lecture/laboratory  
**Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations.  
**Prerequisites:** this course is open to students who have successfully completed a CSC1 course number 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  
Not Offered Academic Year 2018  
LEC Instructor: Duane Bailey

**CSCI 134(S) Introduction to Computer Science: Digital Communication and Computation (Q)**  
A digital revolution has transformed the way we communicate and process information. Digital cameras have replaced film, MP3s have replaced LPs, communications through email, chat systems, and the Web have become part of daily life. This course explores the principles that underlie such digital information processing and communication systems. All digital information processing and communication systems are driven by precise rules or algorithms expressed as computer programs. We will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms and data structures.

**Class Format:** lecture/laboratory  
**Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations.  
**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  
**Spring 2018**  
LEC Section: B1 MWF 09:00 AM 09:50 AM Instructor: Thomas Murtagh  
LEC Section: B2 MWF 10:00 AM 10:50 AM Instructor: Thomas Murtagh  
LAB Section: B3 M 01:00 PM 04:00 PM Instructor: Thomas Murtagh  
LAB Section: B4 M 07:00 PM 10:00 PM Instructor: Thomas Murtagh  
LAB Section: B5 T 01:00 PM 04:00 PM Instructor: Thomas Murtagh

**CSCI 134(F) Introduction to Computer Science: Algorithmic Problem Solving with Robots (Q)**  
This course provides experience with one fundamental approach to problem solving and begins study of a second. The control of robots serves as an application theme for solving problems. Fundamental concepts include point-top-line design, common algorithms, assertions, program organization, control structures, functions, arrays, and linked lists. Using the C programming language as a vehicle for precise expression of algorithms, students will learn to design algorithms for manipulating data. Students will learn to design algorithms for manipulating data.

**Class Format:** lecture/laboratory  
**Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations.  
**Prerequisites:** none  
**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 2017**  
LEC Section: A1 MWF 09:00 AM 09:50 AM Instructor: Iris Howley  
LEC Section: A2 MWF 10:00 AM 10:50 AM Instructor: Andrea Danyluk  
LAB Section: A3 12:00 PM 04:00 PM Instructors: Iris Howley, Andrea Danyluk, Kelsey Levine  
LAB Section: A4 M 07:00 PM 10:00 PM Instructors: Iris Howley, Andrea Danyluk, Kelsey Levine  
LAB Section: A5 T 08:30 AM 11:20 AM Instructors: Iris Howley, Andrea Danyluk, Kelsey Levine

**CSCI 134(S) Introduction to Computer Science: 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
provides a method for verifying th
mathematical framework, it is often possible to dramatically decrease the
This course investigates methods for designing efficient and reliab
Albrecht
LEC
LAB
LAB
LAB
LAB
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
LEC
ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and un maintainable unless principles 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:** lecture/lab

**Requirements/Evaluation:** homework, programming assignments, group work, presentations, exams

**Prerequisites:** CSCI 336

**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 Not Offered Academic Year 2018

**CSCI 331(F) Introduction to Computer Security (Q)**

Program flaws are common. Many of these flaws lie dormant in production code, being either undiscovered or dismissed as benign. However, such flaws frequently offer malicious users an opportunity to alter program behavior. Compilers produce widespread software with little oversight, and vulnerable code is a significant security risk. This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one’s own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security “arms race.”

**Class Format:** lecture

**Requirements/Evaluation:** assignments, midterm exam, and final exam

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

**Prerequisites:** CSCI 136 and CSCI 237

**Enrollment Preferences:** upper-level students

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning Fall 2017

**LEC Section:** 01 TR 08:30 AM 09:45 AM Instructor: Daniel Barowy

**CSCI 334(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 procedural, 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 project sets and programming assignments, a midterm examination and a final examination

**Prerequisites:** CSCI 136 and CSCI 237

**Enrollment Preferences:** current or expected Computer Science majors

**Enrollment Limit:** 24

**Expected Class Size:** 24

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning Spring 2018

**LEC Section:** 01 TR 09:55 AM 11:10 AM Instructor: Daniel Barowy

**LEC Section:** 02 TR 11:20 AM 12:35 PM Instructor: Daniel Barowy

**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 encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying theme is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WiFi.

**Class Format:** tutorial

**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

**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 2018

**TUT Instructor:** Thomas Murtagh

**CSCI 337T(S) Digital Design and Modern Architecture (Q)**

This tutorial course considers topics in the low-level design of modern architectures. Course meetings 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 ALU’s. 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 Spring 2018

**TUT Section:** T1 TBA Instructor: Duane Bailey

**CSCI 339(F) 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

**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 Fall 2017

**LEC Section:** 01 MR 01:10 PM 02:25 PM Instructor: Jeanne Albrecht

**CSCI 353(T) Algorithms and Applications: Opportunities and Risks**

Algorithms are designed to address specific needs, but these algorithms also may have unintended consequences. For example, in her book, *Weapons of Math Description*, Cathy O’Neil describes how big data increases inequality and threatens democracy.* This tutorial will examine approximately five application areas, including problems being addressed, selected details of the underlying algorithmic solutions, effectiveness of the solutions, and potential risks. Initial work for this tutorial will use O’Neil’s book as a starting point. What data are collected for several socially-oriented applications, what algorithms are used, to what extent are results biased, and how might one measure that bias? The selection of later topics will depend upon the interests of students in the class. For each such application, students will first determine a (partial) list of specifications, and attention will then focus on needed hardware, networks, algorithms, and other implementation challenges. With this background, students will explore the current state-of-the-art for modern systems. What results are achieved successfully, how might systems be tested, what risks might arise, what impact the systems might have on various stakeholders, and how might challenges be addressed?

**Class Format:** tutorial

**Requirements/Evaluation:** written work and technical projects

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

**Prerequisites:** CSCI 256

**Enrollment Preferences:** Computer Science majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 3 Fall 2017

**TUT Section:** T1 TBA Instructor: Henry Walker

**CSCI 356T 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 graphs, covering and partitioning problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

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

**Prerequisites:** CSCI 256; CSCI 361 is recommended but not required
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

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 by algorithms and which 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/laboratory
Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination
Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor
Enrollment Preferences: current or expected Computer Science majors

CSCI 371 Computational Graphics (Q)
PhotoShop, medical MRIs, video games, and movie special effects all represent graphically created and manipulated 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 an imager. We then study the data structures and 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 cumulate 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.

Class Format: lecture, with optics laboratory exercises
Requirements/Evaluation: evaluation based on assignments, projects, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and CSCI 237 or permission of instructor
Enrollment Preferences: current or expected Computer Science majors

CSCI 372T Visual Media Revolution (Q)
We live at the beginning of the second revolution in visual media. Two centuries ago, the camera and the Jacquard loom introduced machines for creating art. By automating the artist's hand, they also forced questions of how objective technique gives rise to subjective meaning and where the border lies between mechanical and human contributions. Those progenitors eventually led to digital film, computer games, and digital content creation for architecture and industrial design. Today, accessible and pervasive computer composes a second revolution. Augmented reality, 3D scanning, 3D printing, virtual reality, and computational photography are exploding into mainstream experience. Where previously digital media refined analog practice through evolution, these are forms that could not exist without computing. As the world seeks the promise of new visual forms, we find that through evolution, these are forms that could not exist without computation.

This tutorial investigates the technology of emerging computational media and explores their impact on the relationship between process and aesthetics.

Class Format: tutorial
Requirements/Evaluation: oral presentations and short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 256
Enrollment Preferences: current or expected Computer Science majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: FMST Core Courses
TUT Instructor: Morgan McGuire

CSCI 373(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.

Class Format: lecture
Requirements/Evaluation: several programming projects in the first half of the semester and a larger project spanning most of the second half of the semester; readings responses and discussion; midterm examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
Enrollment Preferences: current or expected Computer Science majors

CSCI 374T(S) 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 (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.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and CSCI 256 or permission of instructor
Enrollment Preferences: Computer Science majors

CSCI 375(F) Natural Language Processing (Q)
Natural language processing is a branch of computer science that studies methods for analyzing and generating written or spoken human language. It is a rapidly developing field that has given rise to many useful applications including search engines, speech recognizers, and automated personal assistants. Potential topics include information retrieval, information extraction, question answering, and language models.

Class Format: lecture
Requirements/Evaluation: exams, problem sets, and programming projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

CSCI 376(S) Human-Computer Interaction
Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Class Format: lecture
Requirements/Evaluation: course projects, in-class group work/participation, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Fall 2018
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Jon Park

CSCI 374T(S) 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 (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.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and CSCI 256 or permission of instructor
Enrollment Preferences: Computer Science majors

CSCI 375(F) Natural Language Processing (Q)
Natural language processing is a branch of computer science that studies methods for analyzing and generating written or spoken human language. It is a rapidly developing field that has given rise to many useful applications including search engines, speech recognizers, and automated personal assistants. Potential topics include information retrieval, information extraction, question answering, and language models.

Class Format: lecture
Requirements/Evaluation: exams, problem sets, and programming projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Spring 2018
TUT Section: T1 TBA Instructor: Andrea Danyluk

T T
TUT Section: T2 TBA Instructor: Andrea Danyluk

CSCI 376(S) Human-Computer Interaction
Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Class Format: lecture
Requirements/Evaluation: course projects, in-class group work/participation, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Spring 2018
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Jon Park

CSCI 376(S) Human-Computer Interaction
Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Class Format: lecture
Requirements/Evaluation: course projects, in-class group work/participation, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)
course option
Prerequisites: CSCI 136
Enrollment Preferences: current or expected Computer Science majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 3
Spring 2018
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Iris Howley

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 2017
IND Section: 01 TBA Instructor: Jeannie Albrecht

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 2018
IND Section: 01 TBA Instructor: Jeannie Albrecht

CSCI 432 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
Not Offered Academic Year 2010
LEC Instructor: Jeannie Albrecht

CSCI 434T 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; runtime 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
Not Offered Academic Year 2010

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 W31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors
Distributional Requirements: Division 3
Fall 2017
HON Section: 01 TBA Instructor: Jeannie Albrecht

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 2018
HON Section: 01 TBA Instructor: Jeannie Albrecht

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 2017
IND Section: 01 TBA Instructor: Jeannie Albrecht

CSCI 498(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3
Spring 2018
IND Section: 01 TBA Instructor: Jeannie Albrecht

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.

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.)
   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 included 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. 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. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Public Health), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal. THERE WILL BE NO EXTENSIONS AND NO EXCEPTIONS TO THIS DEADLINE. PROPOSALS THAT ARE NOT COMPLETE BY THIS DEADLINE WILL BE REJECTED.

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 in 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. When 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 which is either two semesters and a winter study or one semester and a winter study to be determined in consultation with your faculty advisors. The Contract Major with honors shall comprise a minimum of nine semester courses (two-semester thesis) or ten semester courses (one-semester thesis) plus one winter study focused specifically on the thesis work. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course. Application to enter the honors program is made prior to the time of spring registration in April of the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the Contract Major. Students who intend to write a thesis submit a proposal to their two faculty sponsors and the Contract Major Advisor at this time. Students who will be away during the spring semester of their junior year need to make arrangements to apply while they are off campus in the spring. Admission to honors depends on the assessment by the two faculty sponsors and the Contract Major Advisor of the qualifications of the student and the feasibility of the project. If a student is admitted to honors, the student shall determine three readers (at least one of whom shall be a faculty sponsor) in consultation with the Contract Major Advisor.

Honors Contract Majors shall submit a draft of the thesis to the three readers by the end of the winter study of the senior year. The faculty readers shall determine prior to the start of spring semester of the senior year whether the student 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 to the three readers no later than the third Monday after spring break. After the thesis has been completed, the student publicly presents their work. The readers shall determine Highest Honors, Honors or no honors.

CMAJ 493 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

Not Offered Academic Year 2018

HON Instructor: Rashanda Booker

CMAJ 494 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

Not Offered Academic Year 2018

HON Instructor: Rashanda Booker

CMAJ 497 Independent Study: Contract Major

Contract Major independent study.

Class Format: independent study

Distributional Requirements: Division 2

Not Offered Academic Year 2018

IND Instructor: Rashanda Booker

CRHE 201(F) Hebrew

Elementary Hebrew.

Class Format: independent study

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

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April

Dept. Notes: minimum of two students in order to schedule the course

Distributional Requirements: Division 1

Fall 2017

LEC Section: 01

TBA Instructor: Jane Canova

CRHE 202(S) Hebrew

Intermediate Hebrew.

Class Format: independent study

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

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April

Dept. Notes: minimum of two students in order to schedule the course

Distributional Requirements: Division 1

Spring 2018

LEC Section: 01

TBA Instructor: Jane Canova

CRHE 301 Intermediate Hebrew

Intermediate Hebrew.

Class Format: independent study

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

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April

Dept. Notes: minimum of two students in order to schedule the course

Distributional Requirements: Division 1

Not Offered Academic Year 2018

LEC Instructor: Jane Canova

CRHE 302 Intermediate Hebrew

Intermediate Hebrew.

Class Format: independent study

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

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April

Dept. Notes: minimum of two students in order to schedule the course

Distributional Requirements: Division 1

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, Holland 230 or online at https://cflcl.williams.edu/critical-languages/.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, 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 with 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.
CRHI 201(F) Hindi  
Elementary Hindi.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Spring 2018  
LEC Section: 01  TBA  Instructor: Jane Canova

CRHI 202(S) Hindi  
Elementary Hindi.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Fall 2017  
LEC Section: 01  TBA  Instructor: Jane Canova

CRKO 201(F) Korean  
Elementary Korean.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Spring 2018  
LEC Section: 01  TBA  Instructor: Jane Canova

CRKO 202(S) Korean  
Elementary Korean.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Spring 2018  
LEC Section: 01  TBA  Instructor: Jane Canova

CRKO 301 Intermediate Korean  
Intermediate Korean.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Not Offered Academic Year 2018

CRKO 302 Intermediate Korean.  
Intermediate Korean.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Not Offered Academic Year 2018

CRPO 201(F) Elementary Portuguese  
A course in elementary Portuguese will be offered for one year on a trial basis with Vassar College, to be conducted online with their native-speaking tutor. The course will be given according to the Vassar College academic schedule, which sometimes will not coincide with the Williams academic year schedule.  
Class Format: lecture; course meets 2x/wk for one-hour review sessions  
Requirements/Evaluation: grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: none  
Enrollment Preferences: based on application; application & information period opens the first day after spring break for two weeks; there will be a form online at http://cflc.williams.edu/critical-languages/ or interested students may pick up the form in Hollander 230.  
Enrollment Limit: 8  
Expected Class Size: 2-4  
Distributional Requirements: Division 1  
Fall 2017  
LEC Section: 01  TBA  Instructor: Jane Canova

CRPO 202(S) Elementary Portuguese  
A course in elementary Portuguese will be offered for one year on a trial basis with Vassar College, to be conducted online with their native-speaking tutor. The course will be given according to the Vassar College academic schedule, which sometimes will not coincide with the Williams academic year schedule.  
Class Format: lecture; course meets 2x/wk for one-hour review sessions  
Requirements/Evaluation: grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: CRPO 201  
Enrollment Preferences: based on application  
Enrollment Limit: 8  
Expected Class Size: 2-4  
Distributional Requirements: Division 1  
Spring 2018  
LEC Section: 01  TBA  Instructor: Jane Canova

CRSW 201(F) Swahili  
Elementary Swahili.  
Class Format: independent study  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Fall 2017  
LEC Section: 01  TBA  Instructor: Jane Canova

CRSW 202(S) Swahili  
Elementary Swahili.  
Class Format: lecture/discussion  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April  
Dept. Notes: minimum of two students in order to schedule the course  
Distributional Requirements: Division 1  
Spring 2018  
LEC Section: 01  TBA  Instructor: Jane Canova

DANCE (DIV I)  
Chair: SANDRA BURTON  
Senior Lecturer: S. BURTON. Artist in Residence: E. DANKMEYER. Artist in Residence in African Music and Performance: T. MUPARUTSA. Artist in Residence: J. PARKER. Visiting Assistant Professor: M. RAHMAN. Accompanists: RZAB, SAUER.  
The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions and expressive possibilities of dance. The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern and African Dance. Currently we do not offer a major or concentration, but students seeking to anchor their academic and creative study in dance may pursue the contract major option. More information can be found at https://dean.williams.edu/academic-advising-info/contract-major/  
Courses are offered for academic and/or physical education credit and academic courses are listed at http://catalog.williams.edu/catalog.php?&subinfo=danc  
All students are welcome to audition for membership in the Department's performing companies which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college's step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

Fall 2017  
Beginner Ballet  
In this class, students learn the fundamentals of ballet technique, in a manner that is both safe and challenging. This is an absolute beginning course. EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow.  
Instructor: Janine Parker  
Prerequisites: none  
Enrollment Limit: 25  
Times: TR 11:20-12:35 (PE credit only; FULL SEMESTER)  
Advanced Ballet  
This is a traditional ballet class composed of barre work followed by center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro. Proper alignment and rigorous but safe application of technique are expected, while at the same time artistry, musicality and dynamics are
Beginner/Intermediate Ballet
This course is for students who have reached a beginning/intermediate level of ballet and are serious about continued progression in their technique and artistry. Classes will follow the traditional ballet class format of barre work proceeding into center work; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will learn to work safely and correctly with their individual abilities.

Instructor: Janine Parker
Prerequisites: Prior experience with ballet training; email permission of and/or placement class with instructor required. *Please note that the class for those without previous ballet training is taught in the Fall Semester.

Enrollment Limit: 20
Times: MR 1:10-2:25 (PE credit only or, for full academic credit, please see description of DANC 203)

Advanced Ballet
This is a traditional ballet class composed of barre work followed by center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro. Proper alignment and rigorous but safe application of technique are expected, while at the same time artistry, musicality and dynamics are explored and encouraged.

Instructor: Janine Parker
Prerequisites: At least 3 years prior experience in ballet, and with permission from instructor

Enrollment Limit: 20
Times: MW 11:00-12:15 (PE credit only; FULL SEMESTER)

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 innovators, viewing media/live performance and writing about dance are required. This course may not be taken for PE credit.

Dance 1
Fall 2017
STU Section: 01 MR 01:10 PM 02:25 PM Instructors: Janine Parker, Munjulika Rahman, Sandra Burton, Erica Dankmeyer, Tendai Muparutsa
LAB Section: 02 MR 02:35 PM 03:50 PM Instructors: Janine Parker, Munjulika Rahman, Sandra Burton, Erica Dankmeyer, Tendai Muparutsa

DANC 102(F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance
Crosslistings: THEA 102/DANC 102/ARTS 102
This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé.

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 prior experience

Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 1

DANC 125 Music and Social Dance in Latin America (D)
Crosslistings: MUS 125/DANC 125
This course offers an introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the African-Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and writings from ethnography, 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
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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: upperclassmen, Music majors, and Latina/o Studies concentrators

Enrollment Limit: 20
Expected Class Size: 15
Dept. Notes: MUS World Music/Ethnomusicology
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: GBST American Studies Electives, MUS World Music/Ethnomusicology
Not Offered Academic Year 2018
SEM Instructor: Corrinna Campbell

DANC 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

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 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives, MUS World Music/Ethnomusicology

Fall 2017
STU Section: 01 TF 01:00 PM 03:50 PM Instructors: Sandra Burton, Tendai Muparutsa

DANC 202(S) African Dance and Percussion
Crosslistings: DANC 202/AFR 202/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, travel, immigration, media, politics, and the continued emergence of new forms. Material may include Gum Boots (Iscathulo) 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
DANC 203(S) Intermediate Ballet: Technique, Ensemble Work and History
This course is designed for dancers who have achieved an intermediate level of Ballet, and are serious about continuing to build their strength, artistry and understanding of classical ballet. Students will have ballet technique class twice a week. All students will learn and rehearse excerpts from major ballets specific to that semester’s focus. Assigned readings and for 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/seminar/studio

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

Spring 2018

STU Section: 01
TF 01:10 PM 03:50 PM
Instructor: Tendai Muparuzwa, Sandra Burton

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 key artist in the development of modern dance while simultaneously exploring these topics through MoMA’s African American Dance Project. Assignments will include written 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: seminar/studio

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: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2018

STU

DANC 208 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 reinvention 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, imperialism, and colonialism; 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: seminar/studio

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

Not Offered Academic Year 2018

DANC 210(S) 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 setting within which students present work-in-progress in dialogue with others. Any genre or style of dance may be explored in the making and research of the student. 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 adaptable nature of CRP during the course of the semester, groups will likely evolve their own procedures unique to their group. Projects may include solo and group work, site-specific dance making. Students are expected to rigorously build upon and revise their work(s) by making active use of CRP sessions in three possible roles: artist, respondent, and facilitator. Class will focus on creative thinking by looking at process, body, 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.

Class Format: tutorial; plus one full class meeting per week

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal(s), 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

Spring 2018

TUT Section: T1
TBA
Instructor: Erica Dankmeier

DANC 212T From Stage to Page: Writing about Dance (W)
Crosslistings: DANC 212/THEA 212

We commonly understand the word “choreography” to mean the creation of dance movement. The Greek roots of choreography, however, are choreia – the performance of dance, and diada – a duel or fight. In this course, we will explore this etymology of the word “choreography” by investigating the history of dance journalism and dance criticism. How is dance journalism different from dance criticism? What is the difference between a dance critic and dance journalist? Does dance journalism actually contribute to the life of dance, or is it just an academic exercise? How do we “[read]” dance? In this course, we will 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, weekly written response, and a final research presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2018

STU

DANC 214(F) Performance Ethnography: Global Approaches to Dance (D)
Crosslistings: DANC 214/GBST 215/AMST 214/THEA 215

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance. Ethnography is considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

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

Prerequisites: none

Enrollment Limit: none

DANC 216T Journey to Accompong: Diaspora Diaspora (S)
Crosslistings: DANC 216/DVST 216

We will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Munulika Rahman

DANC 214(S) Global Approaches to Dance: Asian-American Identities in Motion (D)
Crosslists: DANC 241/GBST 215/AMST 214/THEA 215
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies.
Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and performance spaces. The course is designed as a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses, participation, short papers, a midterm, and a final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Munulika Rahman

DANC 215(F) Ways of Knowing: Music, Movement, Memory (D)
This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy; the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaga cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.
Class Format: seminar
Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper
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: 14
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under AFR or WGSS
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shayok Chowdhury

DANC 226(S) Gender and the Dancing Body
Crosslists: DANC 226/WGSS 226/AMST 226/THEA 226
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dances to enforce or resist traditional practices and ideologies. We will also include attendance at live performances, film screenings, and discussions with guest artists. 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 or THEA; meets Division 2 requirement if registration is under WGSS or AMST
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Munulika Rahman

DANC 242 Body of Knowledge
Crosslists: DANC 242/THEA 242
This course will explore the intersections of dance as spectacle and dance as knowledge. 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 through movement.
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 2018

DANC 267(S) Performance Studies: An Introduction
Crosslists: COMP 267/WGSS 267/THEA 267/DANC 267
The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling
tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Class Format: studio

Requirements/Evaluation: comitted class participation and thoughtfull, timely completion of all assignments and projects

Prerequisites: none

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Enrollment Limit: 10

Expected Class Size: 6

Materials/Lab Fee: fee of up to $125 for materials and copying to be added to student term bill

Distributional Requirements: Division 1

Fall 2017

STU Section: 01 Instructor: TBA

DANC 300(F) Advanced Ballet: Technique, Variations and History

This course is designed for dancers who have achieved an advanced level of ballet technique, Students will have technique classes, followed by, when applicable, men's work, partnering, and pointe work (students who are not on pointe will be able to do the work in regular ballet slippers). Students will also be taught and coached in variations and/or ensemble (corps de ballet) work from existing ballets. 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 assignment 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: seminar/studio

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 a demonstrated ability to safely keep up with this level of instruction; 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: 5

Distributional Requirements: Division 1

Fall 2017

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 creative processes. The class will also study inventive 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 Jowitt, Sally Banes, 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 similar experience in dance composition

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

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 1 Not Offered Academic Year 2018

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 take on new significance for those who study the dance industry in terms of issues and a methodology for a more informed approach to movement, text and objects as well as our lens for discussing cultural phenomena such as protests, public ceremonies and performance. Cleaning 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 one's body? How might performance question or transgress notions of identity? How can writing further performance 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, Bankey, luciana acorn-carnes, William Pope, Jackson, Jamel M'Hamams, Trishnell Brown, Jan Rosenblit, Guerrilla Girls, Stuart Sherman, Jerome Bel and Visual AIDS. We will also read texts by Andre Lepecki, Michel Foucault, Douglas Crimp, Jennifer Doyle, José Muñoz, Marten Spanberg, Fred Moten, Jenn Joy, Judith Butler, Annie Edwards and Cesare 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: 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 or performance with live performance. Contact instructor with further questions.

Enrollment Preferences: Division I majors

Enrollment Limit: 10

Distributional Requirements: Division 1 Not Offered Academic Year 2018

STU Instructor: Will Rawls

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

Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THETA 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. Using a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and narrates a country's migratory experience. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to Paris 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 performances 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

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

Fall 2017

SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Rashida Braggs


"Folklore is a mixture of traditions, poems, songs, dances and legends of the people. It is no more 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 of that country 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 study and musical practice that is rooted in traditional and contemporary sources 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-1990’s 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, Nigeria, 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, quality of assigned short papers, quality of research and performance midterm and final projects

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 instructor

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites
ECONOMICS (DIV II)
Chair: Professor KENNETH KUTTNER


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 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 a prior statistics course (STAT 201 but STAT 101 is acceptable), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 252), 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 pursuing a Ph.D. to take a minimum MATH 150 or 151, MATH 200 or 300, 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

Elective Courses
- Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110
- Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120
- Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus either STAT 101 or 201. The combination of STAT 201 and 346 will satisfy the ECON 255 major 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.

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 satisfying either criterion 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 (if applicable), 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 on 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 apply towards a specific departmental requirement, including the introductory or 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, because thesis topics 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 30 during winter study, or they may take Econ 30 during winter study and Econ 492 in the spring. Proposals for a fall-spring semester are due in May of the junior year, while those doing a spring-fall semesters are due 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 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 will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. Information is also available on the Department’s web site.

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 will 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 who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 350-395 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. It may substitute for Econ 110 as a 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 such as labor, and policy interest such as minimum wage, 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, quizzes, short essays, two exams, two term papers (one for Bradford’s sections), final exam
Extra Info: This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women’s, Gender and Sexuality Studies. It may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Dept. Notes: the department recommends students follow this course with Econ 120 or with a lower-level elective that has Econ 110 as its prerequisite; students may alternatively proceed directly to Econ 251 after taking this introductory course.
Distribution Notes: Prof. Bradford’s section only; intends to use the issue of environmental protection in general, and climate change in particular, as the vehicle for presenting and applying many, though not all, of the economic concepts developed in the course.
Distributional Requirements: Division 2, Quantitative/Formal Reasoning

ECON 203(S) 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 United States, and will 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 110
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

ECON 204 Economics of Developing Countries Crosslistings: ECON 204/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 a 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:** GBST Economic Development Studies Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Anand Swamy

**ECON 205(f) 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 merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior? After examining these questions from a theoretical perspective, the course will turn to analysis of particular government spending programs in the United States including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally we will study how the government raises revenue through 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, mid-term 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

**Summer 2017**

**LEC Section:** 01  
**MR 01:10 PM 02:25 PM**  
**Instructor:** Tara Watson

**ECON 209(S) Labor Economics and Policy**

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 (on-the-job training), discrimination, GBST Economic development, and unemployment. We will also examine the impact of government programs and mandates such as employment-based tax credits, unemployment insurance, anti-poverty 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, mid-term 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 2018**

**LEC Section:** 01  
**TF 01:10 PM 02:25 PM**  
**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 intersectonality 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 2018**

**LEC Instructor:** Kiaraan 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 various policies affect this market and its outcomes. We’ll study cost-benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We’ll take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** problem sets, short essays, paper(s); exam(s) are possible

**Prerequisites:** ECON 110

**Enrollment Preferences:** sophomores if course is overenrolled

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning

**Other Attributes:** EVST Social Science/Poicy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses

**Spring 2018**

**LEC Section:** 01  
**MR 01:10 PM 02:25 PM**  
**Instructor:** Matthew Gibson

**ECON 215 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

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

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** GBST Economic Development Studies Electives, MAST Interdepartmental Electives, POEC International Political Economy Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Will Olney

**ECON 219T 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 boomed? 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 macroeconomic theory and empirical tools to explain and evaluate 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 dynamists 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 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 revision 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
ECON 220 American Economic History
This course examines the 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 and the U.S. economy, politics, with monetary countervailing power of the state and interest, 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: POEC U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2018
LEC Instructor: Steven Naftziger

ECON 222 Economics of the Arts and Culture
What economic forces influence the behavior of artists, presentation, preservation and ownership of art and culture? Should support for the arts be provided through private patronage, private 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 others types of culture production (e.g., television, newspapers) are more profit-oriented? How do changes in economic policy affect the performance and 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 and 120
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 2018
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 weeks after the 2008 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 Africa's 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 flows, although some countries are managing to maintain at least the status quo. What steps might African leaders take to balance the necessary reforms with initiatives that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of these objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, 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 strategy for acquiring one or more of those objects.
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: seniors or juniors 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
Fall 2017
SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Kevin Murphy

ECON 228T(F) 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 areas where it was previously 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, 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-submit one of their 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 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, POEC Comparative POEC/Public Policy Courses
Fall 2017
LEC 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 knowledge; how antitrust laws simultaneously restrict 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). How do legal rules 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.

Class Format: lecture  
Requirements/Evaluation: one in-class midterm, one final exam, 3-5 problem sets, 1-2 short papers  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: ECON 110  
Enrollment Preferences: potential social science majors  
Enrollment Limit: 40  
Expected Class Size: 30  
Distributional Requirements: Division 2, Quantitative/Formal Reasoning  
Other Attributes: POEC Comparative POEC/Public Policy Courses  
Spring 2018  
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: Matthew Chao

ECON 233(S) Behavioral Economics and Public Policy  
In many ways, the fields of psychology and economics both study the same phenomena: the innumerable conservation, environmental, 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.

Class Format: lecture  
Requirements/Evaluation: one in-class midterm, one final exam, 3-5 problem sets, 1-2 short papers  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: ECON 110  
Enrollment Preferences: potential social science majors  
Enrollment Limit: 40  
Expected Class Size: 30  
Distributional Requirements: Division 2, Quantitative/Formal Reasoning  
Other Attributes: POEC Comparative POEC/Public Policy Courses  
Spring 2018  
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: Matthew Chao

ECON 239 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 recently are rising 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 the care and how to pay for it are central to 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 healthcare 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: PHIL Decision-Making by Institutions + Individuals, POEC U.S. Political Economy + Public Policy Course, SCST Related Courses  
Not Offered Academic Year 2018  
LEC Instructor: Lara Shore-Sheppard

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 foundation for 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 the answers provided. Therefore, the course is part of the college’s Exploring Diversity Initiative.

Class Format: tutorial  
Requirements/Evaluation: papers  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: ECON 110  
Enrollment Preferences: students with a prior class on South Asia  
Enrollment Limit: 10  
Expected Class Size: 10  
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive  
Other Attributes: GBST South + Southeast Asia Studies Electives, POEC Comparative POEC/Public Policy Courses  
Not Offered Academic Year 2018  
TUT Instructor: Anand Swamy
ECON 242(F) Evaluating the Costs and Benefits of Public Policies
How do we determine whether introducing a new vaccine is cost-effective and worth the investment costs or whether a policy to protect a wetland is worth the sacrifice? Is it possible to assess the economic consequences in terms of benefits and costs of new healthcare regulations? Economists typically use the tools of applied cost-benefit (CBA) and cost-effectiveness analysis (CEA) in order to address such policy questions. The goal of applied economic evaluations is to identify, measure, and value all relevant costs and benefits of new public policy investments and regulations. This course covers both theory and practice of economic appraisal of a public policy (an investment project, regulation, a specific treatment etc.), with an emphasis on health care and public health applications. The CBA and CEA methods covered in the class are widely used in many other policy areas as well, including public transportation, infrastructure investment and environmental policy.

Class Format: lecture
Requirements/Evaluation: Computer lab assignments, active class participation, midterm(s), and final exam
Prerequisites: Econ 110 or equivalent, Math 130 or equivalent
Enrollment Preferences: Econ Majors and Public Health Concentrators
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: EVST Social Science/Policy, PHIL Decision-Making by Institutions + Individuals, POEC Comparative POEC/Public Policy Courses

Spring 2018
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Peter Montiel
LEC Section: 02 MR 02:35 PM 03:50 PM Instructor: Peter Pedroni
LEC Section: 03 MR 02:35 PM 03:50 PM Instructor: Peter Pedroni
LEC Section: 04 MR 02:35 PM 03:50 PM Instructor: Peter Pedroni
LEC Section: 05 MR 02:35 PM 03:50 PM Instructor: Peter Pedroni

ECON 251(F,S) Price and Allocation Theory (Q)
A study of the determination of prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services; saving and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Class Format: lecture
Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam
Prerequisites: ECON 110 and MATH 130 or its equivalent
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 2, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: Sarah Jacobson
LEC Section: 02 MW 11:00 AM 12:15 PM Instructor: Sarah Jacobson
LEC Section: 03 TR 08:30 AM 09:45 AM Instructor: Ashok Rai
LEC Section: 04 TR 09:55 AM 11:10 AM Instructor: Ashok Rai

Spring 2018
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Stephen Sheppard
LEC Section: 02 MR 02:35 PM 03:50 PM Instructor: Stephen Sheppard

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 economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

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 or MATH 130 or its equivalent
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 2, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Peter Montiel
LEC Section: 02 TF 02:35 PM 03:50 PM Instructor: Peter Pedroni
LEC Section: 03 MW 08:30 AM 09:45 AM Instructor: Kenneth Kuttner
LEC Section: 04 MW 11:00 AM 12:15 PM Instructor: Peter Montiel
LEC Section: 05 TF 02:35 PM 03:50 PM Instructor: Peter Pedroni

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 in 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 STAT 202 or equivalent, plus one course in ECON
Enrollment Limit: 30
Expected Class Size: 30
Dept. Notes: students may substitute the combination of STAT 201 and 346 for ECON 255

Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: EVST Methods Courses, PHIL Statistics Courses, POEC Required Courses

Fall 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Matthew Gibson
LEC Section: 02 MR 02:35 PM 03:50 PM Instructor: Matthew Gibson
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Lara Shore-Shippard
LEC Section: 02 TR 08:30 AM 09:45 AM Instructor: Anand Swamy
LEC Section: 03 TR 11:20 AM 12:35 PM Instructor: Anand Swamy
LEC Section: 04 TF 01:10 PM 02:25 PM Instructor: David Zimmerman

ECON 299(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/PCS 238
Economic liberalism holds that society is better off if people enjoy economic freedom and that its key 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 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; 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 short essays, several short homework assignments, and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PCST 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

Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jon Bakija

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), notations of fairness in taxation (e.g., the 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
features of academic labor markets. Particular attention will be paid to the societal returns from investments in higher education, and the distinctive policies universities. In particular, we'll discuss the logic of non-understanding of how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this 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/Policy Public Courses
Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Gerard Caprio

ECON 353(F) Mathematical Economics (Q)
This course integrates economics at the intermediate level with the tools of mathematics. Topics such as univariate and multivariate calculus will be reviewed or introduced in the context of how these mathematical concepts enhance economic analysis. The combination of economic and mathematical analysis will provide a strong foundation for thesis writing and advanced study of economic theory.
Class Format: lecture
Requirements/Evaluation: quizzes, midterm and a final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Econ 251 and Math 130
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 2, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Neal Rappaport
ECON 356(S) Empirical Methods in Macroeconomics (Q)
Macroeconomics and related fields in international finance and development have evolved from traditional 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. The course will examine problems such as lagged dependent variables, instrumental variables, and panel data, and students will apply these techniques to a variety of economic problems.
Class Format: seminar
Requirements/Evaluation: short empirical projects, midterm, term paper
Prerequisites: ECON 252, ECON 255 or equivalent, and ECON 393 (ECON 360 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
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Peter Pedroni

ECON 357(T) The Economics of Higher Education
This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we’ll discuss the logic of non-profit enterprises, the financial structure 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 distinctive 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: may not be taken on a pass/fail basis; 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
Spring 2018
TUT Section: T1 TBA Instructor: David Zimmerman

ECON 358 International Trade
This class will examine the causes and consequences of globalization. We will cover the classic models of international trade and discuss the empirical applications. Additional topics may include the “asset market approach” to exchange rate determination, the nature and purpose of the exchange market, and how it interacts with the financial market. The course will examine the implications of these models for real-world policy, and students will apply these techniques to a variety of economic problems.
Class Format: lecture/discussion
Requirements/Evaluation: problems sets, short essays, midterm, and final
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 2018

ECON 359(S) Developing Country Macroeconomics II: Institutions and Policy Regimes
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 spurs are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, they 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 fiscal and monetary policies, the role of the central bank, the role of the financial sector, and the role of the government in the economy.
Class Format: lecture
Requirements/Evaluation: two midterms and a final project
Extra Info: not available for the fifth course option
Prerequisites: ECON 505 or 506; 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
Not Offered Academic Year 2018

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 2018

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 implications of corruption, and how it can be controlled; and the economics of conflict. 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
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, their implications for competitive advantage, 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 reflect these factors, but treat them as constraints upon, or resources supporting, the optimizing behaviors of large firms. During and following a course-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 multinational IO theories, and seek to explain divergences where they are identified. Throughout, competitive strategy, domestic and foreign rivalries in markets around the world are explored. As well, the costs and efficacy of various government policies in promoting the competitiveness of industries in regional and global markets — and how they are linked to recent work in growth theory — are examined. Further, substantial recent shifts in the nature of foreign direct investment activity, including the changing relative mobility and power of capital and labor, are examined. Finally, welfare propositions and policy ideas for addressing welfare impacts are advanced and discussed. Written cases, class participation, a mid-term exam, and a final paper or exam are expected.

Class Format: lecture/discussion
Requirements/Evaluation: written cases; class participation; a midterm exam; and a final paper or exam
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: GBST Economic Development Studies Electives
Fall 2017
LEC Section: 01 M 07:00 PM - 09:40 PM Instructor: Michael Fortunato

ECON 364 Theory of Asset Pricing (Q)
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 "price" is what determines 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/discussion
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, Quantitative/Formal Reasoning

ECON 366 International Trade and Development
Crosslistings: ECON 516/ECON 366
This course will examine the 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 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 255
Enrollment Preferences: undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 19
Expected Class Size: 19

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 writing policies 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 requires 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 course 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 2018
SEM Section: 01 TR 11:20 AM - 12:35 PM Instructor: Ashok Rai

ECON 374T Poverty and Public Policy (W)
This course begins with a look at the history of economic thinking, from Adam Smith to Joseph Stiglitz to present-day economists. It leads on to a discussion of the ways in which economists typically analyze issues of poverty. We will also explore the design and functioning of these programs, focusing on questions of how well they work, and how they can be improved. We will examine the classic models of economic development; the impact of poverty, social welfare at home and abroad.) In this sense, we depart from traditional models 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, students will 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: POEC 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
Not Offered Academic Year 2018
TUT Instructor: Lara Shore-Sheppard

ECON 377(F) Inspiration/Perspiration: The Economics of Innovation
From the iron plow, to the steam engine, to modern biotechnology创新，drive economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas and technologies emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances 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, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. 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 and short writing assignments; empirical exercises; constructive contributions to class discussions; a group project and an individual research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and (ECON 255 or POEC 253)
Enrollment Preferences: junior and senior Economics majors
Enrollment Limit: 25
Expected Class Size: 25
developing countries, the economics of fertility and female labor force topics include the economic consequences of population growth in of demographic measurement and mathematical demography. Selected trends in fertility, marriage, and migration, and the behavior and the economic consequences of demographic change. An Crosslistings: ECON 251, 252 or ECON 253 or ECON 255 or permission of instructor

ECON 381 Global Health Policy Challenges (Q)

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate 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 memorandums, 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 (ECON 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
Not Offered Academic Year 2018
LEC 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 concentration 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
Other Attributes: AMST Space and Place Electives, GBST Urbanizing World Electives, POEC U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2018
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 2018
LEC Section: 01 TR 11:20 AM 12:35 PM 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 modeling a real world situation as a game
Extra Info: Students who have taken Math 335 cannot receive credit for this class, 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 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Ashok Rai
ECON 386 Environmental and Natural Resource Policy (Q)
Crosslistings: ECON 386/EVEN 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 quantity restriction? Is it worse to use a pollution tax too high or too low? If 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 resources required to implement a policy 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 equity concerns. We will focus on both the 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: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: EVEN Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
ECON 387 Economics of Climate Change (Q)
Crosslistings: ECON 387/ECON 522/ENVI 387
This course introduces an 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 poor and rich countries. Next we will study adaptation, including capital investments and behavioral changes. 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? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including 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. Throughout the course 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: seven problem sets, midterm, group presentation, final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
LEC 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 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 the patterns of land 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 urban areas financed? What role does land use play in economic growth, 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 policies, problem 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, GBST Urbanizing World Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
LEC Instructor: Stephen Sheppard
ECON 389(S) Tax Policy in Emerging Markets (Q)
Crosslistings: ECON 514/ECON 389
ECON 389 is a course that 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 poor and rich countries. Next we will study adaptation, including capital investments and behavioral changes. 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? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including 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. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.
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: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: EVEN Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
ECON 390 Tax Policy in Emerging Markets (Q)
Crosslistings: ECON 514/ECON 389
ECON 390 is a course that 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 poor and rich countries. Next we will study adaptation, including capital investments and behavioral changes. 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? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including 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. Throughout the course 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: 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: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: EVEN Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
LEC Instructor: Matthew Gibson
ECON 390 Financial Crisis, 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 asset price inflation, especially as they spill over 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

---

**ECON 397(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 macroeconomics: 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 current one 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 experience with crises and the associated questions in macroeconomics, we will study a host of short-run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset price movements, and exchange rates. 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 an opportunity to apply these methods in a required end-of-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

---

**ECON 453 Research in Labor Economics and Policy (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 subfield, 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; not available for the fifth course option.

**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

---

**ECON 455(F) Research in Economic History**

Historical approaches towards understanding economic development and current economic issues are increasingly in vogue. This course will explore new developments in the field of economic history, focusing on how economic historians are using old and new, qualitative and quantitative, data and methods to address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also produce and present their own original research over the semester.

**Class Format:** seminar

**Requirements/Evaluation:** short writing assignments 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 consent of instructor, a senior Economics major

**Enrollment Preferences:** senior Economics majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

---

**ECON 391T 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 national economies around the world. 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 tutorial we will explore and analyze the workings of the housing market. In what ways do housing markets differ from other markets? Why (and how often) do house prices “bubbles” occur? How do mortgage markets function and influence housing markets in countries around the world? 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:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2, Writing Intensive

---

**ECON 394 European Economic History**

Economic history directly informs our understanding of the process of economic development. With this in 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 marshalled 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

---

**ECON 397(S) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. 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

---

**ECON 398(S) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. Students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

**Class Format:** seminar

**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

---

**ECON 456(F) Income Distribution**

This course will explore a variety of issues concerning the distribution of income and wealth in the United States and other industrialized countries. We will consider questions such as: How is income distributed? How does income distribution change over time? How does income distribution vary across countries? How do different policies affect income distribution? To answer these questions, we will use a variety of empirical tools and data sources. The course will focus on empirical methods and data analysis, and will prepare students for careers in economics or related fields.
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? Why and how is poverty related to education, 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/tutorial

**Requirements/Evaluation:** Short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including an original empirical exercise (written and oral presentation stages)

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

**Prerequisites:** ECON 251 and 255 or equivalent

**Enrollment Preferences:** Senior Economics majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

**Other Attributes:** POEC U.S. Political Economy + Public Policy Course

**Fall 2017**

**SEM Section:** 01  MR 02:35 PM 03:50 PM  Instructor: Sara LaLumia

**ECON 457 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 will 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

**Other Attributes:** POEC U.S. Political Economy + Public Policy Course

**Not Offered Academic Year 2018**

**SEM Instructor:** Jon Bakija

**ECON 458T Economics of Risk**

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been successfully marketed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—from managing a portfolio to starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to develop common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

**Class Format:** Tutorial; students will meet with the instructor in pairs each week

**Requirements/Evaluation:** Each student will write a paper (or do a short project) every other week, and comment on his or her partner's work in the other weeks; the final two weeks will be reserved for applied projects of the student's choice

**Extra Info:** One of the papers during the term will be revised to reflect feedback from the instructor and the student's partner may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 252, and 255

**Enrollment Preferences:** Senior Economics majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**ECON 459(S) Economics of Institutions (Q) (W)**

Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth rates of physical capital and labor), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. This course will study the historical evolution of social, economic, and political institutions around the world and the role of societal structures. They vary from market-based to command, but most large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to higher productivity or impede such behavior.

**Class Format:** Seminar

**Requirements/Evaluation:** 10-page midterm paper and one 15-page final research paper (both involving applied econometric work); extensive class participation

**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)

**Enrollment Preferences:** Senior Economics majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning, Writing Intensive

**Spring 2018**

**SEM Section:** 01  TF 02:35 PM 03:50 PM  Instructor: Quamrul Ashraf

**ECON 460 Economic Development of China**

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 2018**

**SEM Instructor:** Jessica Lengly

**ECON 463(F) 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 financial systems in other countries and historical periods. In this course, we will focus on four key periods: 1) the European colonial era, 2) the age of industrialization, 3) the era of the Great Depression and World War II, and 4) the era of globalization. In each of these periods, we will look at the evolution of the financial system and its role in shaping the economy, including the development of financial markets, institutions, and financial intermediaries.

**Class Format:** Seminar

**Requirements/Evaluation:** Evaluation will consist of 6 short papers or a 3 short papers and one longer 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

**Fall 2017**

**TUT Instructor:** William Gentry
ECON 465(S) 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 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

ECON 467T Development Successes (W)
Crosslistings: 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 such 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; not available for the fifth course option
Prerequisites: ECON 204 or 501
Enrollment Preferences: senior Economics majors
Enrollment Limit: 10
Effective Class Size: 10

ECON 468(S) 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 class 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

ECON 470 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
Effective 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 intending to write an honors thesis
Enrollment Limit: 10
Expected Class Size: 10

ECON 472 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 the 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
Effective 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 government 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.
ECON 475 Advanced Microeconomic Theory (Q)
The course will cover classical topics in voting, resource allocation, matching, bargaining and time voting, basic elements of auction design. It will discuss important models and fundamental results in the area. Formal arguments and proofs will be an integral part of the course. The course will be useful for those planning to attend graduate school in economics. It will also be appropriate for students with a basic mathematical background and an interest in economic theory.

Class Format: lecture
Requirements/Evaluation: problem sets, paper, midterm, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 150 or equivalent
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 2018
SEM Instructor: Ashok Rai

ECON 476(S) Behavioral Economic Theory and Methods
Behavioral economics emphasizes that economic models should account for the psychological plausibility of its assumptions and consequences. The course will review the ways in which prominent behavioral economics models of decision-making differ from classical models found in standard 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 field experiments, and observational data. Class discussions will cover implications 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: one 15-25 page paper, 2-3 short writing assignments, class discussions and/or presentations
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
Enrollment Limit: 17
Expected Class Size: 17
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
LEC Instructor: Arunava Sen

ECON 477 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, EVST Social Science/Policy, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
SEM Instructor: Sarah Jacobson

ECON 491(F) 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
Fall 2017
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 2018
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
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
Fall 2017
HON Section: 01 TBA Instructor: Kenneth Kuttner

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 2018
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 differences 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 to historical and anecdotal evidence to cross-country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development-promoting and poverty-aversion policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, one 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: 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 2017
SEM Section: 01 TR 11:20 AM 12:35 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
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 policies faced by developing and emerging market economies. The class 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 2017

LEC Section: 01 MWF 08:30 AM 09:45 AM 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 experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then we will study how to make finance effective and how to prevent or minimize crises, analyzing government’s role as regulator, supervisor, standard setter, contract enforcer, and owner. In this 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; 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 2018

LEC Section: 01 MW 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 affected 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 2018

LEC Instructor:

ECON 513(S) 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 macroeometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. This 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
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 enormous. 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 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
Extra Info: Lecture/discussion
Spring 2018
LEC 01 09:55 AM 11:10 AM Instructor: Jon Bakija
ECON 515(S): Developing Country Macroeconomics II: Institutions and Policy Regimes 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 spurs 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 orient themselves toward sustainable shocks and sustain economic growth. We will examine fiscal rules, policies toward the domestic financial sector, central bank independence, the design of monetary and exchange rate regimes, and capital account regimes. We will also consider how short-cuts in institutions and policy regimes have contributed to macroeconomic crises in developing countries. Class Format: lecture
Requirements/Evaluation: two midterms and a final project
Extra Info: not available for the third course option
Prerequisites: ECON 505 or 506; 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 2018
LEC 01 08:30 AM 09:45 AM Instructor: Peter Montiel
ECON 516 International Trade and Development Crosslistings: ECON 516/ECON 366
This course will examine the 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 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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, Quantitative/Formal Reasoning
Other Attributes: Envi Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
LEC 01 09:55 AM 11:10 AM Instructor: Willy Olney
ECON 517 Urbanization and Development Crosslistings: ECON 388/ECON/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 the 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, GBST Urbanizing World Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
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-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economic theories 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 distributional issues 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: satisfies the Environmental Policy requirement for the Environmental studies concentration
Distributional Requirements: Division 2, Quantitative/Formal Reasoning
Other Attributes: Envi Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
ECON 519(S) 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 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; not available for the fifth course option

**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:** POEC Social Determinants of Health, POEC Comparative POEC/Public Policy Courses

**Spring 2018**

**LEC Section:** 01  
**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 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 will 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; not available for the fifth course option

**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 2018**

**SEM Instructor:** Ashok Rai

**ECON 521(S) Incentives and Development Policy**

**Crosslistings:** ECON 521/ECON 372

Why isn’t economic development occurring everywhere? 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 how 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 2018**

**LEC Section:** 01  
**Instructor:** Ashok Rai

**ECON 522 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 focusing on impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. 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? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including 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. Throughout this course we will track the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

**Class Format:** lecture

**Requirements/Evaluation:** seven problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Preferences:** senior Economic majors and CDE fellows

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning

**Other Attributes:** POEC Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Matthew Gibson

**ECON 523 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 discusses the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical 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 public 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; undergraduates with the prerequisites are welcome

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning

**Other Attributes:** POHL Methods in Public Health

**Not Offered Academic Year 2018**

**SEM Instructor:** Susan Godlonton

**ECON 524 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 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 2018**

**LEC Instructor:** Jessica Leight

**ECON 531 Development Successes (W)**

**Crosslistings:** ECON 467/ECON 531

Although living standards in most of the worlds poor countries have increased, many of 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 review why these countries have apparently succeeded while so 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; not available for the fifth course option.

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: Division 2, Writing Intensive

Other Attributes: GBST Economic Development Studies Electives

Not Offered Academic Year 2018

TUT Instructor: Peter Montiel

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 have important budgetary implications, 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, assessing program choice, 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; not available for the fifth course option.

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2

Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2018

TUT Section: T1 TBA Instructor: Michael Samson

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 water. 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 2018

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 member nations, and 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 the 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 ask 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

Not Offered Academic Year 2018

TUT Instructor: Gerard Caprio

ECON 536T Financial Crises: Causes and Cures (W)

Crosslistings: ECON 390/ECON 536

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

Class Format: research

Distributional Requirements: Division 2

Spring 2018

IND Section: 01 Instructor: TBA

ENGLISH (DIV I)

Chair: Professor KATHRYN KENT


The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a wide range of topics, including the history of the English language, the relationship between literature and culture, and the role of literature in society. The department offers a variety of course options designed to meet the needs of students with diverse interests and backgrounds.

COURSES AND COURSE-NUMBERING

100-level Courses

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students.

231
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 of 6 or 7 on the Higher Level International Baccalaureate English exam.

200-level Courses

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing an upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

300-level Courses

The majority of English Department courses are designed primarily for students who have had some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-level Courses

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors should consult the Honors advisor and who wish to prepare for it are urged to take a 400-level course before senior year.

ADVISIGN

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with a faculty member as soon as they consider becoming English majors, or who are interested in pursuing an upper-level course work in the department. Majors considering Honors should consult the Honors advisor and who wish to prepare for it are urged to take a 400-level course before senior year.

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 should 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 discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with a faculty advisor to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions), 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, theoretic, 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 encompassing issues or 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 before 1900 but not included in LH-A (courses on literature from 1800-1900 and some later topics) will also be designated as Literary Histories.

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 1900 (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

Students 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 writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Christopher Pye) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students pursuing a creative writing thesis must, by graduation, take at least nine regular-semester courses (rather than the nine otherwise required for the major). At least one of these courses must concern the emergence or development of a specific literary tradition, and at least one must be designated as Literary Histories. At least three courses designated as Literary Histories. At least three courses at the 300-level;

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, students publicly present their work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest relevant 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 by the end of 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 following spring break.
ENGL 105(S) American Girlhoods (D) (W)
Crosslistings: ENGL 105/WGSS 105/AMST 105
The image of the girl has captivated North American writers, commentators, artists, and cultural producers throughout the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls evoke? What larger cultural and aesthetic concerns do girls explore? What larger cultural and aesthetic concerns do girls help us understand about gender, sexuality, race, and ethnic identity? 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, and Sui Sin Far. We will also read works by such authors as Emily Dickinsom, Louisa May Alcott, Harriet Jacobs, Henry James, and Sui Sin Far. We will discuss how these works have influenced contemporary thought, especially during the struggles of the former colonies to establish themselves as independent nations at the turn of the century. This course will take up the work of artists, writers, and theorists who engaged colonial rhetoric and challenged them by giving human beings voice to complex identities, histories, and politics. Our works will take us around the world, and stretch us across multiple phases of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a postmodern Indian, and a famed boxing match sponsored by an Afghan dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of resistance and acts of world-making. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi.
ENGL 117(F) 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 battle. We will pay special attention to the conflicts 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
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christian Thorne
SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Christian Thorne

ENGL 120(F) The Nature of Narrative (W)
Crosslistings: 096/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 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, articles, and other relevant texts accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farahdi. 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/or who have studied a foreign language
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: FMST Related Courses
Fall 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Gail Newman

ENGL 120(S) Nature of Narrative (W)
Crosslistings: COMP 111/ENGL 120
This course examines the nature and workings of narrative through a wide range of texts from different traditions, genres, and periods. We will explore the ways in which stories are told, how they convey meaning, and how they are shaped by generic conventions. Readings may include the Odyssey, the Chinese Classic of Poetry (Shijing), the Tale of Genji, the late of Marie de France, Austen, Eliot, Féng Měnglóng, and others (all readings will be in English). We will also read a few short theoretical works.

Class Format: seminar
Requirements/Evaluation: consistent and engaged class participation, two short written assignments over the course of the semester, and a longer (10-page) final paper, with the opportunity to revise the final paper
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
Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Sarah Allen

ENGL 124(F) Androids, Sci-Fi, and the Self (W)
Crosslistings: ENGL 124/SCST 124
The idea of an almost-human machine dates to antiquity, and such beings have captured the imaginations of epic poets, religious storytellers, and, more recently, novelists and filmmakers. But why are we fascinated by the possibility of non-human robots passing, or almost passing, as human? Why is the idea of an almost-human machine (or a reproductive android so frequently depicted as not only registering massiveness, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar
Requirements/Evaluation: four response papers and three more substantial essays (drafted and revised), for a total of 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: 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 Notes: this Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under SCST
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Ezra Feldman

ENGL 125(F) Theater and Politics (W)
Crosslistings: ENGL 125/THEA 125
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 divers as Bertolt Brecht and Anton 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 ask: 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 Plato, Euripides, Melville, Woolf, Rancière, and Claire Denis.

Class Format: seminar
Requirements/Evaluation: three pages 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, Writing Intensive
Fall 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Walter Johnston

ENGL 129(F) Twentieth-Century Black Poets (D) (W)
Crosslistings: ENGL 129/AFR 129
From Langston Hughes to contemporary poets such as Angola 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, Gwen Dolyn 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

**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 if registration is under ENGL; Division 2 if registration is under AFR

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives

_Fall 2017_  
_SEM Section: 01_  
_TF 01:10 PM 02:25 PM_  
_Instructor: David Smith_

**ENGL 130(S) Direct Action and African American Cultural Texts (D) (W)**  
What sort of actions become politicized differently when performed by blackened bodies? How do we conceive of direct action when eye contact, for example, once constituted an act of defiance against the racial order, punishable by death? How do they methods and aims of African-American direct action shifted over time? Where is the line between violence and nonviolence, when does it shift or blur? In this course we will consider how various literary forms give shape and insight into the legacies of African American struggles and demands for freedom. Course texts include_ My Bondage and My Freedom_ by Frederick Douglass, Alex Haley's _The Autobiography of Malcolm X_, issues of_ Libet Telefesn_ Aché, fiction such as_ Eva’s Man_ by Gayl Jones, comics such as_ John Lewis’s March_, film such as_ Spike Lee’s Do the Right Thing_, speeches by_ Lucy Parsons_ and others. This course contributes to the College’s Exploring Diversity Initiative through discussions of African American political engagement with relations of power and inequality.

**Class Format:** seminar

**Requirements/Evaluation:** weekly response writing, four formal writing assignments totaling 20 pp. including an engaged feedback process, one or two creative assignments

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

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

**Enrollment Preferences:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

_Fall 2017_  
_SEM Section: 01_  
_MR 01:10 PM 02:25 PM_  
_Instructor: Ianna Owen_

**ENGL 135(F) Vengeance (W)**  
For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation, A injuries B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved.

Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs—and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger’s actions are always almost compromised by impotence or excess. At best, revenge is “a kind of Wilde Justice”—a justice that kills its heroes as well as its villains. We will look at personifications of vengeance, across as wide a range of cultures and media, as possible.

_Readings will include_ Sophocles’ _Electra_ , Dante’s _Inferno_ , Shakespeare’s _Hamlet_ ,_ The Tempest_ ,_ Don Quixote_ ,_ Don Quixote de la Cerda’s_ Dangerous Liaisons, and_ Vonnegut’s Slaughterhouse Five, as well as several short stories and films._

**Class Format:** seminar

**Requirements/Evaluation:** two 5-page essays, one 10-page essay; several short response essays; 10% of grade is on 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

_Fall 2017_  
_SEM Section: 01_  
_MWF 08:30 AM 09:45 AM_  
_Instructor: Alan De Goyer_

**ENGL 136(S) Slavery and the Making of a Literary Tradition (D) (W)**  
This course will introduce students to the slave narrative tradition and the major tropes, themes, and debates that emerge out of this genre and have come to define the African American literary landscape. The selection of texts will include writers that have been central to marking a slave narrative tradition, such as Olaudah Equiano, Frederick Douglass, and Harriet Jacobs. We will also read works by black writers such as Harriet Wilson whose autobiographical novel demonstrates how writers have reworked the techniques and structure of the slave narrative genre. In addition to locating the beginnings of African American literature, the selection of texts in this course will allow us to examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, motherhood, agency, and freedom. To explore how slave writers have framed this trajectory we need to be aware of the slave narratives as a unique genre. In order to explore these concerns in a contemporary context, we will examine Toni Morrison’s _Beloved_ and Chris Abani’s _The Sporting Life_.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, 4 short papers totaling about 20 pp

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

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

**Enrollment Preferences:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive

_Spring 2018_  
_SEM Section: 01_  
_MR 01:10 PM 02:25 PM_  
_Instructor: Kimberly Love_

**ENGL 138(F) What is a Self? Investigations in Literature, Philosophy, and Psychology (W)**

_The experience of having a self (or a subjective point of view) infoms and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we’ll explore the deep mystery of human existence that we call “the self” or “subjectivity,” looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and science. Works we may study include: Shakespeare’s_ Hamlet_, Virginia Woolf’s_ To the Lighthouse_, Tim O’Brien’s_ The Things They Carried_, Toni Morrison’s_ Beloved_,_ Don DeLillo’s Mao II_,_ Romantic poetry_,_ the classical philosophical writings of Descartes_,_ Locke_,_ and Hume_, and the more modern philosophical musings of Freud_,_ Sartre_,_ Taylor_,_ Foucault_, and_ Lacan_. We’ll also study scientific findings about the relationship between the mind and the brain that have come from the fields of psychology and neuroscience, perhaps in conjunction with one of a wave of recently published “neuro-novels” (like Richard Powers’_ The Echo Maker_ that portrays the self in terms borrowed from the brain sciences. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this course. Bring an open mind about what it is to have a mind in the first place._

**Class Format:** seminar

**Requirements/Evaluation:** five analytical papers totaling 20 pages; active class participation; participation in other short writing assignments

**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

**Other Attributes:** PHIL - Related Courses

_Fall 2017_  
_SEM Section: 01_  
_MR 02:35 PM 03:50 PM_  
_Instructor: Bernard Rhie_

**ENGL 146(S) Campus Life: The University and the Novel (W)**  
What is college for? To a significant number of writers from roughly 1945 onward, one answer seemed to be: college is the perfect setting for a novel! The Campus Novel (and its cousin, the Campus Movie), as a way to explore the history and meaning of liberal arts education, multiculturalism, and the rise of the corporate university. Fictional lab reports upon experiments in living, works dedicated to figuring out what and whom a liberal education in the American University from roughly the post-World War II emergence of mass higher education through co-education, multiculturalism, and the rise of the corporate university. Fictional lab reports upon experiments in living, works dedicated to figuring out what and whom a liberal arts education in the American University from roughly the post-World War II emergence of mass higher education through co-education, multiculturalism, and the rise of the corporate university.
School Daze, and *The Social Network*.

**Class Format:** seminar

**Requirements/Evaluation:** four to five essays, totaling approximately 20 pages, regular and substantial contributions to our collective inquiry in the seminar room.

**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

Spring 2018

**SEM Section:** 01  TF 01:10 PM 02:25 PM  Instructor: Gage McWeeny

ENGL 150(S) Expository Writing (W)

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 ENGL 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 who 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

Spring 2018

**SEM Section:** 02  TR 08:30 AM 09:45 AM  Instructor: Cassandra Cleghorn

ENGL 150(S) Expository Writing (W)

This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

**Class Format:** seminar

**Requirements/Evaluation:** 4 or 5 papers totaling at least 20 pp.; evaluation partly based on improvement and effort

**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, especially students with demonstrated need for help with analytical writing

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 1, Writing Intensive

Spring 2018

**SEM Section:** 01  MWF 08:30 AM 09:45 AM  Instructor: Paul Park

ENGL 154(F) Imagination and Authority (W)

A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued 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, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

**Class Format:** seminar

**Requirements/Evaluation:** 4-5 papers totaling at least 20 pp., revisions, student teaching, written and oral comments, final portfolio

**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, especially students with demonstrated need for help with analytical writing

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 1, Writing Intensive

Fall 2017

**SEM Section:** 01  TR 08:30 AM 09:45 AM  Instructor: Karen Shepard

**SEM Section:** 02  TR 09:55 AM 11:10 AM  Instructor: Karen Shepard

### 200-LEVEL COURSES

**ENGL 201(S) Shakespeare**

One of Shakespeare's most original recent readers has claimed, "Nothing without, perhaps nothing within, Shakespeare's words could discover the power to withstand the power Shakespeare's words release." To put it another way, this was a writer who created something so new, so unfathomable, that neither life nor language could easily contain it. In this course, we will become acquainted with Shakespeare's major works, but we will also remain alert to their capacity to confound. Serious attention will be given to genre, form, the historical conditions of the Renaissance theater and book trade, modes of literary transmission, and the shape of Shakespeare's career. Plays will include *A Midsummer Night's Dream*, *Romeo and Juliet*, *Henry IV, Part I*, *Hamlet*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. We will also read the *Sonnets*. The course is designed to offer a first encounter with Shakespeare, but more advanced students are welcome too.

**Class Format:** seminar

**Requirements/Evaluation:** one 3-page paper, one 7-page, occasional short expository essays, midterm exam, final exam, class participation

**Prerequisites:** none

**Enrollment Preferences:** English majors and prospective English majors

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 1

Spring 2018

**SEM Section:** 01  MWF 11:00 AM 12:15 PM  Instructor: Emily Vasiliauskas

**SEM Section:** 02  MWF 12:25 PM 01:40 PM  Instructor: John Klein

**SEM Section:** 03  MWF 01:50 PM 03:05 PM  Instructor: Cassandra Cleghorn

**SEM Section:** 04  MWF 03:15 PM 04:30 PM  Instructor: Cassandra Cleghorn

**SEM Section:** 05  MWF 04:40 PM 05:55 PM  Instructor: Cassandra Cleghorn

**SEM Section:** 06  MWF 06:05 PM 07:20 PM  Instructor: Cassandra Cleghorn

**SEM Section:** 07  MWF 07:25 PM 08:40 PM  Instructor: Cassandra Cleghorn

ENGL 202(S) Modern Drama

**Crosslistings:** THEA 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, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage*; *Miller, Death of a Salesman*; *Beckett, Waiting for Godot*; *Hansberry, A Raisin in the Sun*; *Pinter, Betrayal*; *Churchill, Cloud Nine*; *Stoppard, Arcadia*.

**Class Format:** lecture

**Requirements/Evaluation:** two 5-page papers; regular journal responses: a final exam; 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:** Theatre, English, and Comparative Literature majors

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Department Notes:** the course (or THEA 248) is required for the Theatre major

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories A

Spring 2018

**SEM Section:** 01  TR 08:30 AM 09:45 AM  Instructor: Emily Vasiliauskas

**SEM Section:** 02  TR 10:00 AM 11:15 AM  Instructor: Cassandra Cleghorn

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, 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*, *Gone with the Wind*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, 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 8:00 pm film screenings at Images, two 2-page essays analyzing a short film sequence, two editing exercises (produce a clip and a <2-page essay), one mid-term, and a final exam.

**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

**Distributional Requirements:** English majors

**Enrollment Limit:** 60

**Expected Class Size:** 60

**Distributional Requirements:** Division 1

**Other Attributes:** FMST Arts in Context Electives, ENGL Literary Histories B, FMST Core Courses

Fall 2017

**LEC Section:** 01  TR 09:00 AM 10:15 AM  Instructors: John Kleiner, James Shepard
ENGL 211(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 Malta. 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 types of fiction generate—about sex, about God, about money. We will ask what it meant to read—and misread—before books were commonplace.

Class Format: seminar
Requirements/Evaluation: two papers (5-7 pages), midterm, final
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: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

ENGL 212(S) Milton through the Romantics

Taking advantage of a relatively quick movement through many representative texts, this survey course will follow the development of English literature and culture from around 1660 to 1830. We’ll focus on Making Connections and Telling the Story; we’ll look at poetry, prose, magazines, paintings, buildings and some other objects. We will watch things happen like the invention of the individual, and gender, and democracy, and other important features of our world. Authors to be studied may include Donne, Milton, Pope, Defoe, Wordsworth, Byron, Shelley and Keats.

Class Format: seminar
Requirements/Evaluation: class attendance and participation, weekly short writing assignments, two 6-7 page papers, and a final 24-hour exam.
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 Preference: English majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

ENGL 213 Making Radio

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What’s the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the way we will think about what stories are for, generally; what cultural arc of the novel from its beginnings through the later 20th century, and how different characters, authors and texts have managed to deal with the complexity of the truth.

Class Format: seminar
Requirements/Evaluation: five short audio pieces; attendance and active participation
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: sophomores; English majors; students with radio or studio art training
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018

ENGL 216 Introduction to the Novel

There 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 mode in literature read in English. This lecture course will follow the cultural arc of the novel from its beginnings through the later 20th century, when novels competed for cultural space with new storytelling modes. Along the way we will think about what stories are for, generally, why this kind of long-form storytelling was invented; and what cultural work novels do and have done. Possible writers to be studied include Defoe, Austen, Bronte, Dickens, Joyce, Stevenson and others.

Class Format: lecture
Requirements/Evaluation: midterm and final exams, one 5-page critical essay, and some short writing assignments
Prerequisites: score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or any Writing Intensive course at Williams
Enrollment Preferences: students who have pre-registered for the course; thereafter, seniors, then juniors, sophomores, and first-years
Enrollment Limit: 45
Expected Class Size: 45
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C
Not Offered Academic Year 2018

LECInstructor:

ENGL 220(S) Introduction to African American Literature

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 3 papers
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 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
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ENGL Literary Histories C

Spring 2018

ENGL 224T(S) American Drama: Hidden Knowledge

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 twenty-first. Beginning with excerpted classical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson’s Lyin’ and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edith Wharton, Sarah Ruhi, Arthur Miller, Amy Herzog, Susan Glaspey, Sophie Treadwell, Annie Baker, and others. Students will papers will explore how hidden truths are exposed in dramatic action, how different characters create and misread one another, and how lies can reveal as much as they obscure. We might say 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 and 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

Spring 2018

TUT Section: T1 TBA Instructor: Robert Baker-White

ENGL 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 whalship, 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 project

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

**Distributional Requirements:** Division 1, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, ENVI Humanities, Arts + Social Science Electives

*Fall 2017*
LEC Section: 01 TBA Instructor: Mary Bercaw Edwards

*Spring 2018*
LEC Section: 01 TBA Instructor: Mary Bercaw Edwards

**ENGL 236 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 imagine 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 storming downtown New Orleans. Can you imagine a dystopic future in which 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 Crowly, and others. Implicit in any kind of alternative 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:** 19

**Distributional Requirements:** Division 1, Writing Intensive

*Not Offered Academic Year 2018*

**SEM Instructor:** Paul Park

**ENGL 237(S) Making Things Visible: Adventures in Documentary Work**

**Crosslistings:** SOC 236/AMST 236/ARTH 237/ENGL 237

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend language, visual art, and society. In this tutorial, we will read and discuss:

- Critical essays defining the postmodern (essays which themselves often reflect and rewrite dualities and contradictions of literary analysis and theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with

- Postmodem have argued that it represents not only a radical change in the appeal. This term has been used to describe works from Andy Warhol’s Campbell’s soup cans and Jean Baudrillard’s critical essays on pure gold, and near

- You combine modernism’s radical experimentation with pop culture’s easy

- ‘What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation?’ Authors may include: Henry James, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elain

- What happens when you combine modernism’s radical experimentation with pop culture’s easy

- America in Europe in times of war and peace. We will compare and

- 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, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elaine

- smashing down allegations of 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.

- This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend language, visual art, and society. In this tutorial, we will read and discuss:

- Critical essays defining the postmodern (essays which themselves often reflect and rewrite dualities and contradictions of literary analysis and

- What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elain

- What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elain

- smashing down allegations of 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.

- This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend language, visual art, and society. In this tutorial, we will read and discuss:

- Critical essays defining the postmodern (essays which themselves often reflect and rewrite dualities and contradictions of literary analysis and theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with

- Postmodem have argued that it represents not only a radical change in the appeal. This term has been used to describe works from Andy Warhol’s Campbell’s soup cans and Jean Baudrillard’s critical essays on pure gold, and near

- You combine modernism’s radical experimentation with pop culture’s easy

- ‘What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation?’ Authors may include: Henry James, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elain

- What happens when you combine modernism’s radical experimentation with pop culture’s easy

- America in Europe in times of war and peace. We will compare and

- 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, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elaine

- smashing down allegations of 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.

- This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend language, visual art, and society. In this tutorial, we will read and discuss:

- Critical essays defining the postmodern (essays which themselves often reflect and rewrite dualities and contradictions of literary analysis and theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with

- Postmodem have argued that it represents not only a radical change in the appeal. This term has been used to describe works from Andy Warhol’s Campbell’s soup cans and Jean Baudrillard’s critical essays on pure gold, and near

- You combine modernism’s radical experimentation with pop culture’s easy

- ‘What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation?’ Authors may include: Henry James, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elaine

- What happens when you combine modernism’s radical experimentation with pop culture’s easy

- America in Europe in times of war and peace. We will compare and

- 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, Jonathan Swift, John Milton, Martha Gelhorn, Ernest Hemingway, Elaine

- smashing down allegations of 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.

- This course will explore the overlaps and resonances between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will try their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of classical and recent examples of investigative work that blend language, visual art, and society. In this tutorial, we will read and discuss:

- Critical essays defining the postmodern (essays which themselves often reflect and rewrite dualities and contradictions of literary analysis and theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with

- Postmodem have argued that it represents not only a radical change in the appeal. This term has been used to describe works from Andy Warhol’s Campbell’s soup cans and Jean Baudrillard’s critical essays on pure gold, and near

- You combine modernism’s radical experimentation with pop culture’s easy
ENGL 273(F) Murder 101
Crosslistings: COMP 273/ENGL 273
Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Raymond Chandler), and we will also explore examples from Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Class Format: seminar
Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation
Prerequisites: none
Enrollment Preferences: Comparative Literature and English majors
Enrollment Limit: 20
Expected Class Size: 15

ENGL 274 Film and Media Studies: An Introduction
Crosslistings: ENGL 274/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

ENGL 280(S) Writing for Performance (W)
Crosslistings: THEA 282/ENGL 280
This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what “writing” means and what constitutes “liveness”? We will read works by Sharon Bridgford, Sarah Ruhi, Terrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, Maria Irene Fornés, Young Jean Lee, Stephen Dictionary and Virtual Reality, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other’s work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Class Format: seminar
Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students with some experience in creative writing and/or performance
Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course
Enrollment Limit: 14
Expected Class Size: 14

Distributional Requirements: Division 1, Writing Intensive
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shayok Chowdhury

ENGL 286(F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film (D)
Crosslistings: WGS 283/ENGL 286/AFR 283/AMST 283
In this course we will examine the work of influential black filmmakers who have paved the way for contemporary filmmakers. We will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifa Waldah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litary for Survival (Ada Gay Griffin and Michelle Parker, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You will also be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that “represents” some segment of Black queer living. The course fulfills the ENL requirement in that it centers questions of power and privilege. Students will also hone their critical theorization skills.

Class Format: seminar
Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, then Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under WGS, AFR or AMST; meets Division 1 requirement if registration is under ENGL

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: WGSs Racial Sexual + Cultural Diversity Courses, FMST Core Courses
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Kai Green

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 206(S) We Aren’t The World: “Global” Literature in the 20th Century (D) (W)
An eighteenth-century diplomat once referred to the British colonies as a “vast empire on which the sun never set,” and at the time he was right. The British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. Alongside exploitation and material plunder, another outcome of this vast empire was the creation of a rich tradition of English language literature from around the globe, often in defiance of colonial power. This course will introduce students to this body of English language novels and poetry of the twentieth century, and explore how writers from formerly colonized places have used literary forms like the bildungsroman, national allegory, and testimony to reshape questions about imperialism, nationalism, gender, capital, culture, globalisation, aesthetics, and politics. Readings will include novels, poetry, short stories, and essays by writers like Rudyard Kipling, Jamaica Kincaid, Chinua Achebe, Salman Rushdie, Joseph Conrad, J.M. Coetzee, Chronicles of Ancient Darkness, Derek Walcott, V.S. Naipaul, and Ahdaf Soueif. Roy. We Aren’t the World both interrogates and satisfies the Exploring Diversity requirement.

Class Format: seminar

Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Criticism Courses
Fall 2017
TUT Section: T1 TBA Instructor: Christopher Bolton

239
Requirements/Evaluation: one close reading assignment (3-4 pages), two papers of 5-6 pages each, and a final research paper of 8-10 pages

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

Prerequisites: 100-level class or permission of the 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

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ASAM Related Courses, ENGL 200-level Gateway Courses, ENGL Literary Histories C

Spring 2018

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Anjuli Raza Kolb

ENGL 209(S) 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 figure out by examining language that you can’t figure out by studying history or psychology? Do students of literature have any idea of the world’s past? 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- 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 Criticism Courses, ENGL 200-level Gateway Courses

Spring 2018

SEM Section: 01 MR 10:30 AM 10:45 AM Instructor: Christopher Pye

ENGL 218(F) Gender and Sexuality in the Neo-slave Narrative (D) (W)

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neouterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, gender, and sexuality. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels such as Octavia E. Butler's Kindred and Jewelle Gomez's Gilda Stories, comics such as Kyle Baker's Nat Turner, visual art such as Kerry James Marshall's Heirlooms and Accessories, and film such as Jordan Peele's Get Out. This course contributes to the College's Exploring Diversity Initiative by investigating the power of whiteness in shaping consent and coercion for black subjects and determining belonging and exclusion to the categories of gender and sexuality.

Class Format: seminar

Requirements/Evaluation: weekly responsive writing, one presentation, two 8- to 10-page papers, thoughtful class participation

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, Exploring Diversity, Writing Intensive

Other Attributes: ENGL 200-level Gateway Courses

Fall 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Christian Thorne

ENGL 229(S) Contemporary American Fiction (W)

In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's Giovanni's Room American in the same way as Alice Munro's Dear Life? And is Michelle Tea's Black Wave fiction or something else? Along the way, we'll also ask: What forms contemporary African American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Class Format: seminar

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

Extra Info: 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, Writing Intensive

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

Spring 2018

SEM Section: 01 MR 08:30 AM 09:45 AM Instructor: Ezra Feldman

ENGL 230(F) Introduction to Literary Theory (W)

This course introduces students to some of the most significant and compelling trends in modern criticism—such as poststructuralism, 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: 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: AMST Critical and Cultural Theory Electives, ENGL Criticism Courses, ENGL 200-level Gateway Courses

Fall 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Christopher Pye

ENGL 233(F) Great Big Books (W)

Crosslistings: ENGL 233/COMP 293
ENGL 248(F) Black Women in African American Literature and Culture (W) [W]
This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different forms. Students will also engage a range of forms, including poetry (Patricia Hill Collins’s “Mammies, Matriarchs, and Other Controlling Images”), a choreopoem (Ntozake Shange’s For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf), and socio-political propaganda (the Black is Beautiful movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure. This course contributes to the College’s Exploring Diversity Initiative by examining the social, historical, and cultural forces that contribute to depictions of black women in literature and culture.

Class Format: seminar
Requirements/Evaluation: active class participation, 4 short papers totaling about 20 pages, final project on the hashtag blackigirmanic
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

ENGL 258(S) Poetry and the City (W)
In this course, we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on the body politic. We will consider the ways in which the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as the nature of urban space in the New York of the 1950s or the London of the late eighteenth and early nineteenth centuries, and how poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui and Rankine. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Wenders, Hopper, and Richter, the blues, as sung by Holiday and Vaughan; and films such as Man with a Movie Camera, Rear Window, and Breathless.

Class Format: seminar
Requirements/Evaluation: four 4- to 5-page critical 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

ENGL 272 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. Subsequent books: Pynchon’s The Crying of Lot 49, Morrison’s The Bluest Eye, DeLillo’s White Noise, Eggers’s What We Talk About When We Talk About Love, Diaz’s The Brief Wondrous Life of Oscar Wao.

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: first- and second-year students, and English majors who have yet to take a Gateway course
Enrollment Limit: 15
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
Other Attributes: AMST Arts in Context Electives, ENGL 200-level Gateway Courses, ENGL Literary Histories C
Not Offered Academic Year 2018
SEM Instructor: John Limon

ENGL 289(S) Graphic Storytelling (W)
In the 1890s an artist/author 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 comic books 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 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
Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 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 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 paradoxically 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, poststructuralist criticism itself has a thrilling paradoxical quality that we will not ignore.) 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 Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art; or architecture; music, new media, or digital media, and beyond.
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: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor
Enrollment Preferences: students majoring or considering a major in a related field
Enrollment Limit: 15
Expected Class Size: 9
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Christopher Bolton

ENGL 302 Landscape and Language
Crosslistings: ENGL 302/ARTS 302
Colloquially, the word "landscape" refers to pictures or scenes of the land, from farms to forest to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between "nature" and our experience of it. Landscape and Language is a seminar that considers the topographies we use to represent and narrate our relationship to the natural world. Together, we will investigate how such cultural conventions as travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of and engagement with landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and imperialism by W.J.T. Mitchell, an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.
Class Format: seminar
Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) in written translation.
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: 25
Expected Class Size: 20
Distributional Requirements: Division 1 Not Offered Academic Year 2018
SEM Instructor: Stefaniem Jemison

ENGL 304(S) Dante
Crosslistings: ENGL 304/COMP 317
In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the result of that journey that followed. It is organized around a series of encounters with figures from the poet’s past—for example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery—the bodies split open, the Popes turned upside down and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante’s other works. All readings will be in translation.
Class Format: seminar
Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper
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
Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A
Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: John Kleiner

ENGL 305(F) Chaucer: The Canterbury Tales
Composed in the last decades of the fourteenth century, The Canterbury Tales, is a brilliant pastiche of competing forms. Saints’ lives, dirty stories, tales of revenge, sermons, fart jokes—they are all in the mix. We will read the Tales in the original Middle English, which is easier (and more fun) than it looks; no prior exposure to the language is necessary.
Class Format: seminar
Requirements/Evaluation: frequent quizzes on vocabulary and comprehension, practice reading Middle English aloud, two 5- to 7-page papers, a midterm, 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 Preferences: English majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: John Kleiner
ENGL 306(T) | Aesthetic Outrage (W)
Crosslistings: ENGL 306/COMP 300
In this tutorial course we will explore interdisciplinary ways of theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, and public protest greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respective works' historical contexts, and use theoretical models—esthetic, political, psychological, social—as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and the political passions of its historical moment. We will study instances of outrage in the context of French Revolution (Beaumarchais' The Marriage of Figaro), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's Ubu the King), the sodomy trials of Oscar Wilde (The Importance of Being Earnest), the Irish Revolution (Synge's The Playboy of the Western World and O'Casey's The Shadow of thequoted, and Stati-ist/proletarian activism, French workers' uprising, and the assassinated film Bezihin Meadowl). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and a short written analyses of their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation (of historical events and of theoretical texts as well as of literature and film), but also in constructing critical arguments and responding to them in written and oral critiques.

Class Format: tutorial
Requirements/Evaluation: active participation in tutorial discussions, five 5- to 6-page papers, five 2-page critiques.
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, Comparative Literature majors, highly qualified sophomores
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories C
Spring 2018
TUT Section: T1 TBA Instructor: Stephen Tiffi

ENGL 309(F) | Thinking Diaspora: The Black Atlantic and Beyond (D)
Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage—suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it changes, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's The Black Atlantic, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an eye on theories that work with the relationships to water, such as those by Jacqueline Najdy Brown, Michelle Wright, and Vanessa Agard-Jones. Primary texts will include work by Paul Marshall, The Big Sea by Langston Hughes, Sugar and Slave by Charlotte Williams, interviews collected by Marshall and George Washington Johnson, Barry Jenkins' Moonlight, and more. This course contributes to the College's Exploring Diversity Initiative by developing facility with critical theories bridging rupture and kinship in the black diasporic world.

Class Format: seminar
Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation.
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: none
Enrollment Limit: 25
Expected Class Size: 20

Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: ENGL Criticism Courses
Fall 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Ianna Owen

ENGL 310(F) | Rebels, Revelers, and Reactionaries: The Poets of the Seventeenth Century
The decade following the death of Elizabeth I were period of scandal, schism, dissent and decadence, culminating in a bloody civil war and the beheading of a king. It was, in other words, a 'world turned upside down' by every kind of upheaval: in civics, philosophy, politics, religion, and science. It also produced writers of some of England's finest lyric and satiric poetry, and its greatest epic poem. How the century's poets successfully dramatized the critical events and feelings in this time of turmoil will be the focus of the course. While primarily a course in close reading, we will nevertheless try to reconstruct the lives and contexts of the writers, and examine the way in which the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Lanyer, Herbert, Herrick, the Cavalier Poets, Milton, Marvell, Cavendish, Dryden, and Rochester.

Class Format: lecture
Requirements/Evaluation: two 8- to 10-page essays and 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: English majors
Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A
Fall 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Alan De Gooyer

ENGL 311(S) | Theorizing Shakespeare
Crosslistings: ENGL 311/TEA 311/WGST 311/COMP 310
For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth. The Merchant of Venice, The Tempest, and Hamlet are selected for their deployment of texts as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theory, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other. For instance, what would a Shakespearean reading of Jacques Lacan look like?

Class Format: seminar
Requirements/Evaluation: 20 pages of writing in the form of two short and one longer 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: 25
Expected Class Size: 19

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

Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories A
Spring 2018
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Christopher Pye

ENGL 315(S) | Milton
Crosslistings: ENGL 315/REL 319
If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fussiest of English poets—dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents—the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the most political. So what exactly on Milton is by necessity a course on literature and revolution. We will read Paradise Lost, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school—about God and Adam and Eve and the serpent—really have been writing about rebellion all along?

Class Format: seminar
Requirements/Evaluation: class discussion, informal weekly writing, a 6-page mid-term paper, and final essay.
Prerequisites: a 100-level 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: 20

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under REL.

Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A
Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christian Thorne

ENGL 316 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 o
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 works by African American writers, considering both their social critiques and 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 August Wilson’s Fences. It will also consider the writings of African American artists and poets who redefined American writing and art. This course will also consider the increasing popularity of certain of these works in popular culture. In addition, students will explore the forms of tragicomedy, romantic comedy, and realism, and they will examine the transformations of these genres into film, television, and the contemporary theater.

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
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Emily Vasiliauskas

ENGL 321 Samuel Johnson and the Literary Tradition
Johnson has beenexceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson’s own works and Boswell’s Life of Johnson to discover Johnson’s talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We will next use Johnson’s Preface to Shakespeare and Lives of the Poets to examine how that tradition emerged from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson’s views and to sharpen our understanding of the relationships between his standards and our own.

Class Format: seminar
Requirements/Evaluation: midterm and final papers (each about 8 pages), 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
Enrollment Limit: 25
Expected Class Size: 18
Distributional Requirements: Division 1
Other Attributes: ENGL Criticalism Courses, ENGL Literary Histories A
Not Offered Academic Year 2018
SEM Instructor: Stephen Fix

ENGL 322(S) 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 heroes 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 ideals 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, philosophy, and art 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. May include works by Kant, Wordsworth & Coleridge, Schiller, Shelley, Diderot, Delacroix, Turner, Hazlitt, Hegel, Fichte, C.L.R. James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8 pages each, and a seminar paper, 12 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: 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
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Walter Johnston

ENGL 324(S) Friendship
This course offers an introduction to the history and philosophy of friendship. We will consider friendship in relation to eros and same-sex desire; as a way of life, as a way of thinking about ethical and political thought; and as a utopian imaginary. We will reflect on the queer concept of friendship “as a way of life,” on the long history of romantic friendship, and on the transformation of friendship in the age of social media. In addition, this course will explore the classroom as a space for the rethinking of social relations. Students will be asked to participate actively in designing and leading class discussions, and to reflect on this experience in writing. Readings by authors including Plato, Montaigne, Walt Whitman, Henry James, Sarah Orne Jewett, James Baldwin, Toni Morrison, Michelle Foucault, Samuel Delany, Adrienne Rich, Sheila Heti, and Elena Ferrante.
ENGL 325(F) Joyce, Woolf, and Proust
Crosslistings: ENGL 325/COMP 366
This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (Swann's Way, the first novel of his sequence In Search of Lost Time); Virginia Woolf (Mrs. Dalloway and To the Lighthouse); and James Joyce (Ulysses, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhalation of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightened consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied Ulysses in a previous course are welcome.
Class Format: seminar
Requirements/Evaluation: regular class participation, two 8- to 10-page papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome
Enrollment Preferences: English majors, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, PHIL
SEM Fall 2017
Section: 01
Instructor: Stephen Tiffet

ENGL 328(F) Austen and Eliot
Crosslistings: ENGL 328/WGSS 328
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's Pride and Prejudice, Emma, Mansfield Park, and Persuasion; Eliot's The Mill on the Floss, The Lifted Veil; and Daniel Deronda; selected letters and prose; and critical essays.
Class Format: seminar
Requirements/Evaluation: one 8- to 10-page essay and one 10- to 12-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
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories B
SEM Fall 2017
Section: 01
Instructor: Anita Sokolsky

ENGL 329 Sexuality and US Literature of the 19th Century (D)
Crosslistings: ENGL 329/AMST 349/WGSS 329
If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible categories 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 and aside a sense of things that lie beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of The Arabian Nights into French in 1707. We will read the Nights alongside Edmund Burke's and Immanuel Kant's theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and
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
Prerequisites: none
Enrollment Preferences: ENGL, WGSS, and AMST 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
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2018

ENGL 331(F) Romantic Culture
The Romantic period—1780 to 1830, roughly—is one of the great watershed moments in western culture. Romantic writers obsessed over the same things we do: the profit and power resident in human interactions with the natural world, for instance, or the spiritual significance of our inner lives, or the terrors and exhilaration of political and social activism. Romantic writing is durably relevant and, frequently, durably and interestingly weird. We will read a lot of poetry, and also several key novels: we'll focus on the expressive culture will comprise a significant part of the course materials.
Class Format: seminar
Requirements/Evaluation: class participation and three papers, the last being longer than the first two
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 B, ENVI Humanities, Arts + Social Science Electives, ENVI Environmental Policy
SEM Fall 2017
Section: 01
Instructor: Peter Murphy

ENGL 333(S) The Nineteenth-Century British Novel
Crosslistings: ENGL 333/WGSS 333
In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in the finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as we, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, look, especially, at the ways they formulate, promote, and contest their readers’ understanding of themselves as subjects and agents of an ongoing social history.
Class Format: seminar
Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam
Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor
Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors
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 1
Other Attributes: ENGL Literary Histories B
SEM Spring 2018
Section: 01
Instructor: Alison Case

ENGL 334(S) The Orientalist Sublime and the Politics of Horror (D)
Crosslistings: ENGL 334/COMP 324
Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that lie beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of The Arabian Nights into French in 1707. We will read the Nights alongside Edmund Burke’s and Immanuel Kant’s theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and
gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist included Daniel Defoe, J.K. Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Willie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Class Format: seminar
Requirements/Evaluation: one 2-3 page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials
Extra Info: may be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: English and Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: ASAM Core Courses, ENGL Criticism Courses, ENGL Literary Histories B
Semester: Spring 2018
Section: 01
Number: TR 11:20 AM - 12:35 PM
Instructor: Anjuli Raza Kolb

ENGL 337 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 reflection. This writing was not produced by solitaries, 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 college, as well as national 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, Boccaccio, Shakespeare, Marlowe, 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
Not Offered Academic Year 2018
SEM Instructor: Emily Vasiliauskas

ENGL 338F 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 resulted from a multitude of ideas, practices, and formations: the unprecedented spread of empire under the banner of “manifest destiny”; the formation of the white middle class; the clash of new and old political factions; religious and spiritual experimentation; new, contested definitions of self, work, race, class and gender; and the looming Civil War. In short, a historical moment not unlike our own. If you want to understand contemporary American culture, the mid-19th century provides an excellent key. We will read works by Thoreau, Douglass, Jacobs, Whitman, Poe, Hawthorne, Dickinson, Melville, and a host of lesser known writers. We will also make constant reference to contemporary American literature, music, and art.

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
Distributional 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
Semester: Fall 2017
Section: 01
Number: MR 02:35 PM - 03:50 PM
Instructor: Cassandra Cleghorn

ENGL 341 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—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 “queer.” 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 transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Díaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Mulford, Rich, Rodriguez, Stein, Wayland, and of course, the works of Whitman 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, and a final research paper of no more than 15 pages
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 Criticism Courses, ENGL Literary Histories B, C, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Electives
Not Offered Academic Year 2018

ENGL 342(S) Race and Feeling in Twentieth Century Literature (D)
Developments in the study and theorizing of emotions demonstrate that feelings are socially constructed. As Zora Neale Hurston alludes to in the title of her essay, “How it Feels to be colored Me,” feelings are raced, gendered, and classed. In this class, students will discover the race, gender, and class politics of emotions in twentieth-century literature. Through selected readings across various forms, we will consider the ways black women use literary representations of feeling to challenge aesthetic and nationalist debates from the time of the slave era to the Harlem Renaissance and beyond. We will also explore what impact women's writings in the 1970s and 1980s. In texts such as Nella Larsen’s Quicksand and Toni Morrison’s The Bluest Eye, we will focus our attention on the ways in which the politics of shame offers a counter-discourse to modernist narratives such as that of the ivory tower and the beloved community in Martin Luther King’s speech “Birth of A New Nation,” and the cultural revolution of the “Black is Beautiful” movement. Although this course is organized around the theme of shame, we will also consider feelings that are linked to shame, including love in Zora Neale Hurston’s Their Eyes Were Watching God, rage in Alice Walker’s Meridian, and pride in Nikki Giovanni’s collection of poetry Black Feeling, Black Talk/Black Judgement. This course will introduce students to studies of affect and emotions in literary criticism as well as in psychology and sociology. This course contributes to the College’s Exploring Diversity Initiative by examining the historical scope and the wide-reaching effects of race, gender, and class politics.

Class Format: seminar
Requirements/Evaluation: two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth year
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: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: ENGL Criticism Courses
Semester: Spring 2018
Section: 01
Number: MR 02:35 PM - 03:50 PM
Instructor: Kimberly Love

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 publicity 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, sexology, and suffrage. We will also focus our attention on Whitman and Dickinson’s relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson’s works, incorporating critical arguments in dialogue with other critics, formulating
ENGL 344(S) Aestheticism & Decadence

Crosslistings: ENGL 344/COMP 364

"Fin de Siècle": Despair over the seeming peculiar decline in moral standards, scandalously avant-garde fashions in art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. Part of what's so tricky here is the looseness of the terms we'll be studying. So, much of our work will entail tracing out the multiple and often contradictory uses of them: do these terms designate a distinct cultural moment, an historically bounded period, a loose set of writings and artists and their theme? Comparing and contrasting them, we'll better conceptualize aestheticism and decadence as a style of writing or a style of the self, or even a mode of art that seeks to disrupt such distinctions as the one between the self and writing—one we might find in 21st-century New York as 19th-century London? We'll read authors such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; but also Conan Doyle's Sherlock Holmes, who has his own thing for artifice. Noting the high body count in these works, we'll also ask why they seem so concerned with fatality, with death, with addiction, with various forms of losing the self—in art, in the metropolis, in another person. We'll focus as well on attempts to rethink traditional social bonds in works that value adversely, solitude over sociality, the transient over the enduring relationship, promiscuity over fidelity, and to think about how literary form might relate to those efforts.

Class Format: Seminar

Requirements/Evaluation: 2 short papers, a series of shorter response papers, regular and substantial contributions to 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: English majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 1

ENGL 345 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 plays 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 five 1- to 2-page response 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

Enrollment Preferences: English majors and prospective majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: Meets Division 1 requirement if registration is under ENGL, meets Division 2 requirement if registration is under WGSS

Additional Information: Not offered Academic Year 2018

ENGL 346(S) Negative Affects in African American Literature (D)

"My pessimism was stronger than my longing," wrote Saidiya Hartman in her genre-breaking Lose Your Mother in her search for the afterlife of kinship in the remains of a Ghanaian slave fort. In this course we will discuss the mixture of contradictory feelings burdening the individual and the collective. How do black subjects creatively overcome the racial foreclosure to write and read violence, exhaustion, anxiety, depression, idleness, silence, etc.? We will turn to affect theories by Hartman, Frantz Fanon, Lauren Berlant, and others to assist us in confronting the perilous terrain of negative expression for black subjects. Primary texts will include work by Toni Morrison, James Baldwin, Rifka Dove, Richard Wright, and others. This course is one of the College's Exploring Diversity Initiative by meditating on the collision of the burden of representation with individual experiences of bad feelings.

Class Format: Seminar

Requirements/Evaluation: 10 page paper, engaged feedback process, presentations, thoughtful class participation

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: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 1, Exploring Diversity

ENGL 351(S) After Nature: Writing About Science and The Environment (W)

Crosslistings: ENVI 352/ENGL 351

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on understanding the art of nature writing and producing our own work. The class will include workshop sessions and group discussions. There will be short frequent exercises and a long final project.

Class Format: Seminar

Requirements/Evaluation: 10 page paper, engaged feedback process, presentations, thoughtful class participation

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

Prerequisites: ENVI 101 or 102 suggested

Enrollment Preferences: Environmental Studies majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 1, Writing Intensive

ENGL 352(F) Anticolonial Avant Gardes: Literature, Film, Theory (D)

Crosslistings: ENGL 352/COMP 353

Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naive arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unexamined cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Antonia Tuteru, Emile Habiby, Jean Genet, Aimé Césaire, Hanou Farocki, Patrick Chamoiseau, Claire Denis, and Antjie Krog will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade strains of modernist expression.

Class Format: Seminar

Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 10- to 12-page research paper

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: 10

Expected Class Size: 25

Distributional Requirements: Division 1, Exploring Diversity

ENGL 353 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 writers' colony. In 1846, 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 best-selling love story, Jane Eyre, to the underrated Anne’s brilliant and daring reflection on a life of love without 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, a 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 the shared efforts helped all three sisters to push through boundaries few other women who 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 Preference: English Majors, WSSG 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 WSSG

Expected Class Size: 10

Distribution Notes: Division 1

Other Attributes: ENGL Literary Histories B

Not Offered Academic Year 2018

SEM Instructor: Alison Case

ENGL 354(T) Asian American Literature: Fiction and Creative Nonfiction

Crosslistings: ENGL 354/AMST 354

This tutorial is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. This course will be perfect both for students who are already familiar with Asian American studies and literature and want to dive deeper into one strand of the rich Asian American literary tradition (its prose: novels, memoirs, and short stories), as well as for students who are new to Asian American literary studies and want an introduction to this exciting and important (but too-little taught) side of American literature. The tutorial format will make it easy to pair students based on their level of familiarity with Asian American history and literature. Likely readings include: Carlos Bulosan’s America is in the Heart (1946); John Okada’s No-No Boy (1957); Maxine Hong Kingston’s Woman Warrior (1976); Chang-rae Lee’s Native Speaker (1995); Lê thi diem thúy, The Gangster We Are All Looking For (2003); Rajesh Parameswaran, I Am An Executioner: Love Stories (2012); Celeste Ng. Everything I Never Told You (2014); Viet Thanh Nguyen, The Sympathizer (2015); and The Celestealiks (2013) by Williams College’s own Karen Shepard (an historical novel about the experience of Chinese laborers in 1870’s North Adams). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective. Students who take this course should be prepared to read one book and two or three supplementary historical/theoretical essays each week. This course fulfills the EDI requirement, as it explores historical migration, power, and the censored representation of racial or ethnic others.

Class Format: tutorial

Requirements/Evaluation: quality of tutorial papers and participation during tutorial discussions

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

Prerequisites: a 100-level English course, not open to first-year students

Enrollment Preference: first-year students only; if the course closes, I may ask students to send me an email explaining why they would like to take this course

Enrollment Limit: 10

Expected Class Size: 10

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 Literary Histories C

Fall 2017

TUT Section: T1

TBA

Instructor: Bernard Rhie

ENGL 356(S) 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 connects 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 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, ideas and reflections on both text and film and 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 story in the form of 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: 25

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

Spring 2018

SEM Section: 01

TR 09:55 AM 11:10 AM

Instructor: Rashida Braggs
ENGL 361 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: 15

ENGL 362T 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 and the literary and cultural 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

ENGL 365(F) Beckett, Pinter and Stoppard
Crosslistings: THEA 365/ENGL 365/COMP 365
Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the past few decades. This course will explore their mutual concern with the capacities of language to create and communicate, the ways they "make it new," in Pound's phrase, and asking what these literary texts mean for us today. We will focus on the works of each playwright, and also read the literary texts on which some films were based, so as to weigh 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 major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, Into the West, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges*, and *The Guard*; 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, Terry George, and Martin McDonagh.

Class Format: seminar
Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation
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 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: English majors
Enrollment Limit: 19
Expected Class Size: 19

ENGL 367(S) American Poetry
This course is devoted to studying the work of key figures in American poetry, from Whitman and Dickinson to writers of our own moment, attentive to the social, historical, and aesthetic pressures that shape their work. We will read widely in the major poetic traditions, from Modernism, Objectivism, and the Harlem Renaissance through the mid-century work of the New York School, Beats, Black Arts, Confessional, and Language poets. We'll also keep a close eye on the contemporary scene, in part through interactions with visiting poets. We'll read a few poets deeply, tracing their inventions and also the ways they "make it new," in Pound's phrase, and asking what these innovations disclose about the formal, political, and experiential possibilities of poetry as a cultural form in the long "American century."

Class Format: seminar
Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper
Prerequisites: a 100-level English 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 consent of the instructor
Enrollment Preferences: English Majors using the course to fulfill a requirement
Enrollment Limit: 25
Expected Class Size: 25

ENGL 373(S) Troubled Spirits
"Trouble" and "spirit" are both words with various and contrasting meanings and surprising overlaps. To be troubled is one thing, to be in trouble can...
mean several quite different things. Spirit began as breath, yet it transcended decay (of bodies, things, cultures, traditions), of reason and imagination as well as faith.

Black women have used personal narratives to negotiate mobility and empowerment through their interrogations of space, voice, and social position. We will examine not only the similarities among the concerns of these writers as women, activists, and artists, but also the differences that separate them due to culture, culture, and geography. To assist us in our inquiry, we will engage key works of the anti-slavery, black feminist, and abolition movements. This course will contribute to the College's initiative by taking seriously the intellectual merit of the work of two of the most important American writers, especially African and Native Americans and white Southerners. The authors will include Edgar Allan Poe, William Faulkner, Toni Morrison, Leslie Marmon Silko, N. Scott Momaday, H. P. Lovecraft, Joy Harjo, Alice Walker, Toni Cade Bambara, and Randall Kennean.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, weekly journal entries, a 10-page paper, and a 10- to 12-page paper
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: 25
Expected Class Size: 20
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kimberly Love

ENGL 380T(S) Motherhood and Horror: The Movie (W)
Horror might be the most durable of film genres as well as the genre that's done the most work in terms of transforming the medium as a whole, and its transgressive nature has insured it attention, giving its most famous texts enormous cultural reach when it comes to ongoing conversations as to what defines evil, what constitutes normality, or what comprises the taboo. A look at the particular anxieties the genre has—especially recently—mobilized through its portraits of mothers and motherhood. The course will also touch on other genres that suggest an unspeakable invisible beneath the maternal quotidien. Films to be studied will include Alfred Hitchcock's Psycho, Roman Polanski's Rosemary's Baby, Jean-Wei Kim's A Tale of Two Sisters, Juan Antonio Bayona's The Orphanage/<b>l>, Jennifer Kent's The Babadook, James Cameron's Aliens, Michael Curtiz's Mildred Pierce, Mike Nichols' Who's Afraid of Virginia Woolf?, Juan Carlos Fresnadillo's 28 Weeks Later, and Veronika Franz's and Severin Fiala's Goodnight Mommy.

Class Format: seminar
Requirements/Evaluation: bi-weekly papers and responses for each student in the tutorial pairings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: English 203 or 204 or permission of the instructor
Enrollment Preferences: none
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Spring 2018
TUT Section: T1 TBA Instructor: James Shepard

ENGL 381(S) Freedom Dreams, Afro-Futures & Visionary Fictions (D)
Crosslistings: WGSS 380/ENGL 381/AFR 380/AMST 380
In this course we will examine the various ways Black scholars, artists, & writers of the last half of the 20th century have imagined fiction and visions of freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar
Requirements/Evaluation: active participation, completion of various short assignments, one 10-page paper and one 7- to 10-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AFR, or AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses
Spring 2018
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Kai Green

ENGL 383(S) Representing History
Crosslistings: ENGL 383/COMP 383
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the avant-gardist practices of fascism and democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Stendhal, Melville, Kafka, Babel, Mann, Buber, Sartre, Camus, Fuentes, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's October, Reifenstahl's The Blue Light, Wellman's Nothing Sacred and Pontecorvo's The Battle of Algiers.

Class Format: seminar
Requirements/Evaluation: one 8- to 10-page essay and one 10- to 12-page page final paper
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
Class Format Limit: 15
Expected Class Size: 18
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories B
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Anita Sokolsky

ENGL 386(S) Fiction of Beckett and Sebald
Crosslistings: ENGL 386/COMP 386
This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II, as well as the Holocaust, and their fiction centers on issues of loss and memory, and the relationships between "nature" and "culture". In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion/seminar
Requirements/Evaluation: two 10-page papers, regular class attendance, and 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 and Environmental Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 1, Other Attributes: AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives
Fall 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: David Smith
free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more character-driven prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, *Molloy*, *Malcolm Dies*, and *The Unnamable*; Sebald's major works of fiction, *Vertigo*, *The Emigrants*, *The Rings of Saturn*, and *Austerlitz*; and a short story by Kafka, and short stories by such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

**Class Format:** seminar

**Requirements/Evaluation:** regular class participation, two 8- to 10-page 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, Comparative Literature majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories C

**Spring 2018**

**SEM Section:** 01 TR 09:55 AM 11:10 AM **Instructor:** Stephen Tiff

---

**ENGL 389 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 incoherent in appearance, which each might in their 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, 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

**Not Offered Academic Year 2018**

**SEM Instructor:** Alison Case

---

**ENGL 392(F) Wonder**

**Crosslistings:** ENGL 392/COMP 392

We tend to imagine "wonder" as a naive, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

**Class Format:** seminar

**Requirements/Evaluation:** three papers totaling 20 pages

**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 and Comparative Literature majors

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Criticism Courses

**ENGL Literary Histories A**

**Fall 2017**

**SEM Section:** 01 MWF 11:00 AM 12:15 PM **Instructor:** Christopher Pye

---

**ENGL 395(F) 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. We will focus 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 interact. May bring in works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt/Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on two papers, one 6 and one 10-12 pages in length, and general 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, 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 407(S) Literature, Justice and Community (D)**

**Crosslistings:** ENGL 407/COMP 407

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like? To what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the EDI initiative by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will also consider a conception of justice such as an instrument and the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances—intimacy and close to home, as it were.

**Class Format:** seminar

**Requirements/Evaluation:** on-page paper, and a final 15-page paper

**Prerequisites:** a 300-level ENGL course or permission of instructor

**Enrollment Preferences:** English Majors; Comparative Literature Majors

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:** Division 1, Exploring Diversity

**Other Attributes:** ENGL Criticism Courses, JLST Interdepartmental Electives, JLST 1 Theories of Justice/Law

**Spring 2018**

**SEM Section:** 01 MR 01:10 PM 02:25 PM **Instructor:** Christopher Pye

---

**ENGL 421(F) Fanaticism**

**Crosslistings:** ENGL 421/COMP 421

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such and how should it be penetrated. May include works by Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Hitchcock, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the
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 have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among these questions.

Class Format: seminar
Requirements/Evaluation: passing the course will require finishing and revising at least one 12-page final paper
Prerequisites: none
Enrollment Preferences: Majors and non-majors are equally welcome; diversity of background is strongly encouraged
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
SEM Instructor: David Smith

ENGL 456 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 Marx 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? Or in order to count as a Marxist, do you have to dislike capitalism in a particular way? Just as important: Can you be a Marxist and not talk about capitalism? 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 semester 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 1
Other Attributes: ENGL Critical Theory Courses, ENGL Literary Histories B
Not Offered Academic Year 2018
SEM Instructor: Christian Thorne

CREATIVE WRITING COURSES

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.

ENGL 221(F) A Science Fiction and Fantasy-Writing Seminar (W)

As the title implies, this is a creative-writing workshop, specializing in Fantasy and Science Fiction. The class will be writing-intensive rather than reading-intensive, though from time to time we might look at the odd piece of professional work, by way of example or inspiration, or as a source of stolen goods. Mostly, though, we will be discussing (anonymously, except for the author’s name), original stories, or sketches for stories, or various plot, character, or setting exercise. It’s a fair amount of work, in other words, although to save time I’m hoping we can keep any analysis or interpretation to a strict minimum.

Class Format: seminar
Requirements/Evaluation: passing the course will require finishing and revising at least one 12- to 20-page story, as well as numerous shorter assignments and sketches
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: discretion of the instructor
Enrollment Limit: 15
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses
Fall 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Paul Park

ENGL 281(F) Introductory Workshop in Poetry

A workshop in the writing of poetry. Weekly assignments will be given and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings. No previous experience writing poetry is necessary.

Class Format: seminar/workshop
Requirements/Evaluation: quality of the work and participation in class discussions
Extra Info: may not be taken on a pass/fail basis
ENGL 283(S) Introductory Workshop in Prose
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
Requirements/Evaluation: regular attendance, active participation, and successful completion of assigned exercises and story drafts; final portfolio
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 pre-registered
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses
Spring 2018
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Andrea Barrett

ENGL 282(S) Introductory 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: session/workshop
Requirements/Evaluation: engaged participation; successful completion of assignments, demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: given to those most committed to improving their writing (TBD via an interview and writing sample) and who are unable to take the course at another time
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses
Fall 2017
SEM Section: 01 TF 02:35 PM 04:50 PM Instructor: Lawrence Raab

ENGL 282(F) Introductory Workshop in Poetry
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
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 1
Other Attributes: ENGL Creative Writing Courses
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jessica Fisher

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/workshop
Requirements/Evaluation: quality of poems and participation in discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENGL 281 and permission of instructor
Enrollment Preferences: if overenrolled, writing samples will be consulted and/or conferences with the instructor
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses
Spring 2018
SEM Section: 01 W 02:35 PM 04:50 PM Instructor: Karen Shepard

ENGL 384(F) Advanced Fiction Workshop
This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.
Class Format: seminar/workshop
Requirements/Evaluation: quality of poems and participation in discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENGL 283 or 385 or permission of the instructor
Enrollment Preferences: if overenrolled, writing samples will be consulted and/or conferences with the instructor
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Lawrence Raab

ENGL 397(F) Independent Study
English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.
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 should first find an advisor for the project
Distributional Requirements: Division 1
ENGL 398(S) Independent Study: English
English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department. 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 should first find an advisor for the project
Distributional Requirements: Division 1
Spring 2018

IND Section: 01 TBA Instructor: Kathryn Kent
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: non
Distributional Requirements: Division 1
Fall 2017
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 2018
HON Section: 01 TBA Instructor: Kathryn Kent
ENGL 497(F) 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 2017
HON Section: 01 TBA Instructor: Kathryn Kent

ENVIRONMENTAL STUDIES
Chair: Professor RALPH BRADBURD
Associate Director: Lecturer SARAH GARDNER

Professor: R. BRADBURD, Associate Professor: N. HOWE, Assistant Professor: P. KOHLER, L. MARTIN. Class of 1946 Visiting Distinguished Professor of Environmental Studies: E. KOLBERT. Class of 1946 Visiting Professor of Environmental Studies: L. CARLSON. Lecturer: A. APOTOS*, S. GARDNER. Mellon Postdoctoral Fellow in Environmental Studies: L. BELDO. Research Associates: R. BOLTON, VENOLIA.

Environmental Studies Advisory Committee: Professors: R. BRADBURD, M. COOK, N. HOWE, J. MANIGAULT-BRYANT, L. MAROJA. Assistant Professors: P. KOHLER, L. MARTIN. Lecturer: S. GARDNER.

Maritime Studies Advisory Committee: Professors: H. ART, R. BRADBURD, R. COX. Associate Professors: C. TING, L. GILBERT*. Assistant Professor: J. CONSTANTINE. Associate Dean: J. GERRY.

Mystic Executive Director: T. VAN WINKLE.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES
ALEX APOTOS*, Visiting Lecturer in Geosciences
JOAN EDWARDS, Assistant 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

THE ZILKHA CENTER FOR ENVIRONMENTAL STUDIES

Fall 2017
IND Section: 01 TBA Instructor: Kathryn Kent

ENGLISH 398(S) INDEPENDENT STUDY: ENGLISH
English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

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 should first find an advisor for the project

Distributional Requirements: Division 1
Spring 2018

IND Section: 01 TBA Instructor: Kathryn Kent

ENGLISH 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 2017
HON Section: 01 W 01:10 PM 03:50 PM Instructor: Gage McWeeny

ENGLISH 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 2018
HON Section: 01 TBA Instructor: Kathryn Kent

ENGLISH 497(F) 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 2017
HON Section: 01 TBA Instructor: Kathryn Kent

ENVIRONMENTAL STUDIES
Professor: R. BRADBURD. Associate Professor: N. HOWE, Assistant Professor: P. KOHLER, L. MARTIN. Class of 1946 Visiting Distinguished Professor of Environmental Studies: E. KOLBERT. Class of 1946 Visiting Professor of Environmental Studies: L. CARLSON. Lecturer: A. APOTOS*, S. GARDNER. Mellon Postdoctoral Fellow in Environmental Studies: L. BELDO. Research Associates: R. BOLTON, VENOLIA.

Environmental Studies Advisory Committee: Professors: R. BRADBURD, M. COOK, N. HOWE, J. MANIGAULT-BRYANT, L. MAROJA. Assistant Professors: P. KOHLER, L. MARTIN. Lecturer: S. GARDNER.

Maritime Studies Advisory Committee: Professors: H. ART, R. BRADBURD, R. COX. Associate Professors: C. TING, L. GILBERT*. Assistant Professor: J. CONSTANTINE. Associate Dean: J. GERRY.

Mystic Executive Director: T. VAN WINKLE.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES
ALEX APOTOS*, Visiting Lecturer in Geosciences
HENRY W. ART, Professor of Biology and Environmental Studies
LOIS M. BANTA, Associate Professor of Biology
MARY K. BERCAW-EDWARDS, Associate Professor for Literature of the Sea, Williams-Mystic Maritime Studies Program
LES BELDO, Mellon Postdoctoral Fellow in Environmental Studies
JULIE C. BLACKWOOD, Assistant Professor of Mathematics
ROGER E. BOLTON, Professor of Economics, Emeritus
PHOEBE A. COHEN, Assistant Professor of Geosciences
RALPH BRADBURD, Professor of Economics
DANIEL K. CARLSON, Class of 1946 Visiting Distinguished Professor of Environmental Studies
MATTHEW GIBSON, Assistant Professor of Economics
LISA GILBERT, Associate Professor of Geosciences and Marine Sciences

Overview of the Major and Concentrations for Classes of 2018 and 2019

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is 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, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and provides recreational 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 course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.
Subsequent Classes

The Environmental Studies major is an eleven course major. The major has a “core” of six courses, with varying amounts of choice for the various “core” course requirements. All majors are required to take two of the courses, ENVI 101 and ENVI 102. ENVI 101, Nature and Society, is a broad introduction to the field, emphasizing physical, chemical, biological, and social factors. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of the Earth’s systems through the synthesis of physical, chemical, biological, and social 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 client-driven team projects on issues of immediate environmental significance in the Berkshire region; we plan to offer students a choice of at least two such courses each year. The remaining component of the “core” is comprised of three 200-level courses, one from each of three lists of courses, with each list representing the three major branches of the environmental curriculum: (a) environmental humanities, environmental social science, and environmental policy. Students choose, in consultation with their major advisor, the courses they will take from each of the three lists. Building on this six-course foundation, each ENVI major devises an individualized five-course concentration that comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, environmental chemistry, sustainable food and agriculture, 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 gain broad exposure to environmental studies while pursuing another major as well. In addition to the core courses, 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 many 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 spring 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.

Advising: Majors and concentrators (or first years and sophomores interested in the major or concentration) 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.

HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. 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 many 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 spring 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.

Students 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 concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by both departments. For completion 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.

Guidelines for the thesis proposal and the thesis process itself (including deadlines and requirements for progress reports and for presenting the final project) 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 (two semester plus winter) project. Students interested in the field are encouraged to plan an honors project at least one year in advance of the project. Winter Study, 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.

Guidelines for the thesis proposal and the thesis process itself (including deadlines and requirements for progress reports and for presenting the final project) are available on the CES website.

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...
their interests in 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
or ENVI 245 Environmental Ethics
or ENVI 250 Environmental Justice

Social Science/Policy:
ENVE/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
or ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
or ENVI 307/PSCI 317 Environmental Law
or ENVI 340/PSCI 343 Climate Change Law

Environmental Science (with lab):
ENVI 203 Ecology
or ENVI 205 Geomorphology
or 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 literature, environmental chemistry, environmental biology, 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 advisor 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 proposed 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 201 Statistics and Data Analysis
or STAT 202 Introduction to Statistical Modeling
or ANSO 205 Ways of Knowing
or POEC 253 Empirical Methods in Political Economy
or ECON 256 Econometrics
or STAT 246 Randomization 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 311 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 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, philosophical, 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 solve 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 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 different domain of environmental problem.

One from among the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental literature, environmental chemistry, environmental biology, 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 advisor 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 proposed 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).

The Natural World
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 203/ENVI 203 Ecology
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 302/ENVI 312 Communities and Ecosystems
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
BIOL 424/ENVI 424 Conservation Biology
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 364/ENVI 364 Instrumental Methods of Analysis
ENV 252 Biodiversity and Climate Change
ENVI 101/ENVI 105 The Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 201/ENVI 205 Geomorphology
GEOS 205/ENVI 207 Earth Resources
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
BIOL 214/ENVI 214 Remote Sensing and Geographic Information Systems
BIOL 215/ENVI 215 Climate Changes
BIOL 226/ENVI 226/MAST 226 The Oceans and Climate
GEOS 254/ENVI 254 Gulf of California Tectonics and Coastal Ecosystems
GEOS 314/MAST 314/ENVI 314 Sediment Records of Climate Change
GEOS 405/ENVI 405 Geochemistry: Understanding Earth’s Environment
MAST 211/GEOS 210 Oceanographic Processes
MAST 311/BIOL 231 Marine Ecology
Humanities, Arts, and Social Sciences

APF 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 214/ENVI 224 The Rise and Fall of Civilization
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ANTH 332/ENVI 332/JLST 332/GBST 332 Environmental Justice
ARTS 329 Architectural Design II
ENGL 331 Romantic Culture
ENGL 378/ENVI 378 Nature/Writing
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
ENVI 250 Environmental Justice
ENVI 252 Biodiversity and Climate Change
ENVI 259/HIST 259 New England Environmental History
ENVI 260 The Whale
ENVI 261 Animal Biocapital and the Politics of meat
ENVI 244/PHIL 244 Environmental Ethics
ENVI 285/ENGL 285 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 475/ENVI 478/AMST 478 Cold War Landscapes
HIST 491/ENVI 491/AMST 490 The Suburbs
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/ENGL 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
PSYC 346/ENVI 346 Environmental Psychology
REL 227/LATS 227/AMST 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 Culture, Consumption and Modernity
SOC 388 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 Scarce Resource
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 387/ECON 387/ENVI 387 Economics of Climate Change
ECON 388/ECON 517/ENVI 388 Urbanization and Development
ECON 465 Pollution and the Labor Market
ENGL 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 309/HSCI 309/SCST 309/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-divisional 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), an elective, 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 MAST 411 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/ENVI 231 Literature of the Sea
MAST 311/BIOI 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-Presecent

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/JAPN/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

Maritime Literature
CLASS 101/COMP 107 The Trojan War

Marine Policy
ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ENVI 260 The Whale
ECON/ENVI 386/CON 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
BIOI 414 Life at Extremes: Molecular Mechanisms
GEOS 212/BIOL 211 Paleobiology
GEOS/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 2016, 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

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the historical development of environmental problems — including pollution, land grabbing, and species extinction — and their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

Class Format: lecture/discussion
Requirements/Evaluation: participation, in-class exercises, several shorter writing assignments, and a final exam
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 35
ENVI 102(S) Introduction to Environmental Science

Environmental Science is the study of how the global earth system functions within the context of its four distinct yet interconnected "spheres," the geosphere, atmosphere, hydrosphere, and biosphere. This course introduces students to scientific methods from physics, chemistry, geology and biology that are applied to understanding both how these spheres interact and how we as scientists can interpret and assess human impacts. Discussions are accompanied by in-depth examinations of real-world case studies at the local and global scale. Topics may include: anthropogenic carbon dioxide, the ozone hole, groundwater contamination, resource sustainability, and loss of biodiversity. In weekly fieldwork and laboratory sessions students collect and analyze environmental samples, and interpret and write about these datasets. In addition to the classroom, students design, complete and present independent projects on a topic of their choice.

Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week.

Requirements/Evaluation: quizzes/exam, lab reports, independent project and presentation in discussions.

Prerequisites: None, without permission of the instructors.

Enrollment Preferences: First-year students.

Enrollment Limit: 30

Expected Class Size: 30

Dept. Notes: required course for Environmental Studies major and concentration.

Distributional Requirements: Division 3

Other Attributes: ENVI Core Courses, EXPE Experiential Education Courses

Field Site: Spring 2018

LEC Section: 01
   TR 09:55 AM 11:10 AM  Instructor: Laura Martin

LEC Section: 02
   TF 01:00 PM 02:25 PM  Instructor: Laura Martin

ENVI 103(F) Global Warming and the Reshaping of Landscapes

Crosslistings: GEOS 103/ENVI 103

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth’s surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will tour a planet of innumerable, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/occasional field trips.

Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, weekly quizzes, a midterm and final exam.

Prerequisites: None.

Enrollment Preferences: Underclassmen.

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements: Division 3

Other Attributes: ENVI Core Courses, EXPE Experiential Education Courses

Field Site: Spring 2018

LEC Section: 01
   TR 08:30 AM 09:45 AM  Instructor: José Constantine

LAB Section: 02
   T 01:00 PM 02:00 PM  Instructor: José Constantine

LAB Section: 03
   R 01:00 PM 02:00 PM  Instructor: José Constantine

Carrasquillo

ENVI 105(F) Energy Science and Technology (Q)

Crosslistings: PHYS 108/ENVI 108

Energy use has skyrocketed in the United States and elsewhere in the world, contributing to 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, and 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 culminating in an oral presentation to the class; 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

LEC Section: 01
   MWF 10:00 AM 11:05 AM  Instructor: Kevin Jones

CON Section: 02
   R 01:10 PM 02:15 PM  Instructor: Kevin Jones

CON Section: 03
   W 02:30 PM 03:35 PM  Instructor: Kevin Jones

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 timetable 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 become 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—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including works by nineteenth and early twentieth-century environmental thinkers, with material from the natural and 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 2018
LEC Section: T1 TBA Instructor: Nicolas Howe

ENVI 134(S) 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 peoples and cultures of tropical regions in Asia, Africa, 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 tropical environment 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 biological 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 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
Enrollment Limit: 30
Expected Class Size: 60
Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3, Exploring Diversity
Other Attributes: ENVI Natural World Electives, EVST Living Systems Courses, GBST African Studies Electives, PHLH Biomedical Determinants of Health, SCST Elective Courses
Spring 2018
LEC Section: 01 MW 09:00 AM 09:50 AM Instructor: Joan Edwards

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 overview of global patterns and then builds from the population to the ecosystem level emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succeesion, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: will be based on problem sets, lab reports, hour exam, 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: satisfies the living system course requirement for the major in Environmental Studies; satisfies the distribution requirement in the Biology major

ENVI 205(F) Geomorphology
Crosslistings: GEOS 201/ENVI 205

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in glacial and mountainous landscapes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short climatic and geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is 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 Newtowmstown area as well as on the analysis of topographic maps and imagery.

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, EVST Environmental Science
Fall 2017
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

Fluctuating oil prices and rising electricity costs disrupt the economy and help fuel global and global insecurity. Extraction and combustion of fossil fuels degrades the environment. Modern understanding of how fossil-fuel consumption contributes to global climate change and new technologies are increasing the demand for renewable sources of energy and for more sustainable, eco-friendly energy sources. This class introduces the geologic processes that will supply Williams College and nearby areas in the mid-21st century? How will campus buildings, old and new, continue to be attractive spaces while making much more efficient use of heat and light? How can the College's operations and campus life become more sustainable? This course is a practical introduction to renewable sources of energy and principles of sustainability and to their application in the campus environment. Topics covered include: solar energy and energy efficiency, wind energy, biological sources of energy (biomass, biogas, liquid fuels), geothermal energy, and the environmental impacts of energy, water and food consumption. 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 problem sets, 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, EXPE Experiential Education Courses
Fall 2017
LEC Section: 01 MW 09:00 AM 09:50 AM Instructor: David Dethier, Amy Johns

ENVI 207(F) Earth Resources
Crosslistings: GEOS 207/ENVI 207

The earth is at your feet even 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 extraction of ores and metals; sedimentary rock, limestone, marble, sandstone, shale, granite, and basalt; and the role of ore deposits in the societies of the past and the present.

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

Fall 2017

LEC Section: 01 Cancelled
Instructor: Ronadh Cox

LAB Section: 02 Cancelled
Instructor: Ronadh Cox

ENVI 208(S) 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 warrant protection? What precautions should we take 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 have these understandings shaped policy outcomes? 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 how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally marginalized groups, including indigenous and local communities.

Class Format: lecture/discussion

Requirements/Evaluation: participation, several smaller assignments, and a final project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: environmental studies majors and concentrators, public health health concentrators, and political science majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Non-divisional, Exploring Diversity

Other Attributes: PHHL Nutrition, Food Security + Environmental Health

Spring 2018

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Pia Kohler

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 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, AMST Space and Place Electives, EVST Culture/Humanities

Not Offered Academic Year 2018

LEC Section: Instructor: José Manigault-Bryant

ENVI 211(F) Race and the Environment

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 by reviewing 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 disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting 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

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

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, PHLH Nutrition, Food Security + Environmental Health, PHLH Social Determinants of Health

Fall 2017

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

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 topics like overhunting, pollution (like fisheries, forests, and fossil fuels), and energy. We 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: 25

Expected Class Size: 25

Distributional Requirements: Division 2, Quantitative/Formal Reasoning

Other Attributes: EVST Social Science/Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses

Spring 2018

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Matthew Gibson

ENVI 214(S) Mastering GIS

Crosslistings: GEOS 214/ENVI 214

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week; laboratory, three hours per week

Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

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: 24

Expected Class Size: 24

Distributional Requirements: Division 3

Other Attributes: ENVI Natural World Electives, EVST Methods Courses, EXPE Experiential Education Courses

Spring 2018

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: José Constantine

LAB Section: 02 M 01:00 PM 04:00 PM Instructor: José Constantine

LAB Section: 03 W 01:00 PM 04:00 PM Instructor: José Constantine

ENVI 215(S) Climate Changes

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 review the processes that control the Earth’s climate, like solar radiation, 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. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

**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

**Extra Info:** not available for the fifth course option

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or permission of instructor

**Enrollment Preferences:** Geosciences majors

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributional Requirements:** Division 3

**Other Attributes:** AMST Critical and Cultural Theory Electives, AMST Space and Place Electives, EVST Cultural/Humanities, SCST Related Courses

---

Spring 2018

LEC Section: 01 MWF 11:00 AM 11:50 AM Instructor: Mea Cook

LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Mea Cook

**ENVI 216(S) Philosophy of Animals (W)**

Crosslistings: PHIL 216/ENVI 216

**Other Attributes:** ENVI Natural World Electives, EVST Environmental Science, MAST Interdepartmental Electives, SCST Related Courses

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the metaphysics of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will to fuse a rigorous scientific perspective with more human cultural themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness. There is no need to write to the professor in advance to declare an interest in the course, as enrollment decisions will be made solely on the basis of the aforementioned preference and with equally qualified students selected randomly until the enrollment limit is reached.

**Class Format:** seminar

**Requirements/Evaluation:** four 4- to 5-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, PHIL Contemp Metaphysics & Epistemology Courses

Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Joseph Cruz

**ENVI 217(F) Environmental Humanities: Theory and Practice (D)**

Crosslistings: ENVI 217/AMST 216

**Other Attributes:** ENVI Natural World Electives, PHIL Contemp Metaphysics & Epistemology Courses

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 and 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 "cultural" interpretations of 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:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:** Division 2, Exploring Diversity

Spring 2018

TUT Section: T1 TBA Instructor: Paul Karabinos

**ENVI 219(S) Evolution of and on Volcanic Islands (W)**

Crosslistings: GEOS 220/ENVI 219

**Other Attributes:** ENVI Natural World Electives

Plate tectonic theory accounts for the vast majority of volcanic islands in oceanic basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aeolian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation based on five written papers, extra info: may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Preferences:** geosciences majors and students with a demonstrated interest in geosciences

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 3, Writing Intensive

Spring 2018

**ENVI 220(S) Field Botany and Plant Natural History**

Crosslistings: BIOL 220/ENVI 220

**Other Attributes:** AMST Critical and Cultural Theory Electives, AMST Space and Place Electives, EVST Cultural/Humanities, SCST Related Courses

Field-tutorial course that explores 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 developments in plant systematics, characteristics of plant families, and cultural -economic uses of plants, especially 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, final 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:** 30

**Expected Class Size:** 25

**Dept. Notes:** satisfies the distribution requirement in the Biology major

**Distributional Requirements:** Division 3
ENVI 224 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 prehistory 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/discussion
Requirements/Evaluation: midterm, final exam, paper, two quizzes
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives Not Offered Academic Year 2018
LEC Instructor: Antonia Fois

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 imaginings of the lands and peoples they inhabit. 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 course, the students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also 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: 25
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Place, Ethnicity, Diaspora, AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives, LATS Core Electives Not Offered Academic Year 2018
SEM Instructor: Jacqueline Hidalgo

ENVI 228T (F) Water as a Scarcce Resource (W)
Crosslistings: ECON 228/ENVI 228
For a variety of reasons including environmental pollution, urbanization, deforestation, 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. How 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 societys 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, and one 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 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 Studies, and to students who are already major or concentrators in those subjects
Enrollment Limit: 30
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Space and Place Electives, POEC Comparative Politics/Washington DC Public Policy Courses
Fall 2017
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 writes, “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 arisen in the attempt to fit animals to fit modern agriculture. We examine the methods—from synthetic vitamins and artificial light to antibiotics and artificial insemination—industrial producers use to overcome the obstacles that have historically complicated our understanding of the meat animal in the context of the industrialization of feedstuff crops like corn and soy, changing US consumption patterns, local and national food politics, 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 Environ mental Policy, PHLH Nutrition, Food Security+Environmental Studies

Not Offered Academic Year 2018
LEC Instructor: Adam Romero

ENVI 234 Economics of Developing Countries
Crosslistings: ECON 204/ENVI 234
The leaders of poor countries almost universally proclaim “economic development” to be their eventual destination, but it is not easy to visualize how 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: GBST African Studies Electives, GBST Economic Development Studies Electives, POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2018
LEC Instructor: Anand Swamy

ENVI 235 Survival and Resistance: Environmental Political Theory (W)
Crosslistings: PSCI 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 it possible to subdue or conquer 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 meaningful climate justice. 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
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 2, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives, ENVI Humanities, Arts + Social Science Electives, PSCI Political Theory Courses

Not Offered Academic Year 2018
SEM Instructor: Laura Ephraim

ENVI 236 Demigods; Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern
Crosslistings: ARTH 236/COMP 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 mythological narrative of demigods and ancient art and political theory concerning primitive life; 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 may not be taken on a pass/fail basis; not available for the fifth course option

Class Format: lecture

Requirements/Evaluation: tenure, participation, midterm exam, final exam, final short research paper
Prerequisites: none
Enrollment Preferences: Art-History majors, Classics majors, sophomores, lottery
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2018
LEC Instructor: Guy Hedeen

ENVI 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 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 unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? ENVI 239/COMP 238 will explore these and other goals of the Ecocriticism 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 Léry’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: seminar

Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments
Prerequisites: none
Enrollment Preferences: majors and concentrators in Environmental Studies and majors in Comparative Literature majors; other students interested are welcome
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1, Exploring Diversity

263
ENV 242(S) The Country and the City in the Classical World
Crosslistings: CLAS 242/ENVI 242/ANTH 242
A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the cultural complex, and how are we to understand either? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Homer to Tacitus, from Pliny the Younger to Corinna, from Varro, Vitruvius, and Pliny the Elder, to examine the array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside—just not as places, but as states of mind. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none, although prior knowledge of the ancient world will be useful
Enrollment Preferences: declared and intending majors in Classics and Environmental Studies
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 1 requirement if registration is under CLAS or ENVI; meets Division 2 requirement if registration is under ANTH
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Nicole Brown

ENV 244T(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; 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: EVST Culture/Humanities, PHIL Contemporary Value Theory Courses, SCST Elective Courses
Fall 2017
TUT Section: T1 TBA Instructor: Julie Pedroni

ENV 247 Race and Religion in the American West (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 "sacrosanct" of the American West. Historian Patricia Limerick regards this region as an extraordinary 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 focused minimal attention to the distinctive role of religion in the American West. They have focused on standard accounts 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 encomienda. 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 "sites," "cites," and "sites" in order to deconstruct and reconstruct this incomplete master-narrative, taking into account such factors as migration, gender, region, and the environment.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one of the 2016-17 Climate Change Initiative
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, ENVI Humanities, Arts + Social Science Electives, LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Lloyd Barba

ENV 248T "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 reflective papers in the fifth session; 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
Not Offered Academic Year 2018

ENV 250(S) Environmental Justice
How are local and global environmental problems distributed unevenly across race, gender, and class? How do economic structures that create unequal exposures to environmental risks and benefits? What do we learn about race, gender, and class by studying the patterns of exposure and creative resistance of different communities to environmental hazards? These are some of the questions we will consider in this course, which will be reading and discussion intensive. Environmental Justice is both a social movement and a mode of scholarship. Through readings, discussions, and case studies, we will explore EJ in both senses.

Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101
Enrollment Preferences: environmental studies concentrators
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives, EVST Culture/Humanities
Spring 2018
SEM Section: 01 W 01:10 PM 02:25 PM Instructor: Laura Martin

ENV 252(F) Biodiversity and Climate Change
What are the likely ecological effects of anthropogenic climate change? And what are the most promising proposals for mitigating negative consequences for Earth's 8.7 million-or-so species? This course will examine the impacts of climate change on the distributions, behaviors, and interactions of plants and animal species. It will also explore the challenges that climate change poses for traditional conservation and restoration practices. The course's major themes include the tensions among different visions of the planet's ecological
future; the consideration of multiple scales of change (both temporal and spatial); the complexity of biotic interactions; and human responsibility for ecological and climate change. Readings will draw from the disciplines of ecology, science and technology studies (STS), and the environmental humanities.

**Class Format**: seminar

**Requirements/Evaluation**: participation, several shorter writing assignments, and a final project

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

**Prerequisites**: BIOL/ENVI 203: Ecology or permission of the instructor

**Enrollment Preferences**: Environmental Studies majors and concentrators

**Enrollment Limit**: 15

**Effective Class Size**: 19

**Distributional Requirements**: Division 2

**Other Attributes**: ENVI Humanities, Arts + Social Science Electives

---

**ENVI 259(S) New England Environmental History**

**Crosslistings**: ENVI 259/HIST 259

How do you ever wondered why there are few old-growth forests in New England? What Williamsburg looked like before Williams was founded? How agricultural communities can promote scenic and ecological preservation? These are some of the questions we will explore in this course, which introduces the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England; (2) use case studies and field trips to examine how visions of past environments are expressed in museums, university exhibits, and digital projects, in other media, and in physical landscapes; (3) develop a collaborative interpretive project. Projects vary from year to year, depending on student interests and community needs.

**Class Format**: seminar

**Requirements/Evaluation**: several short essays, final project

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

**Prerequisites**: ENVI 101 or permission of the instructor

**Enrollment Preferences**: Environmental Studies concentrators

**Enrollment Limit**: 19

**Effective Class Size**: 15

**Distributional Requirements**: Division 2

**Other Attributes**: ENVI Humanities, Arts + Social Science Electives

---

**ENVI 260(F) The Whale**

**Crosslistings**: ENVI 260/ANTH 260/SOCT 260

Between the 1950s and 1970s, public attitudes toward whales and dolphins underwent a remarkable transformation. Once the target of a rapacious global industry, whales now (mostly) enjoy protection from commercial exploitation and occupy the position of global environmental icon. A key figure in the industrial revolution as well as in the emergence of environmental consciousness in North America, whales provide a touchstone for examining the environmental imaginations of diverse peoples and institutions across time and space. This course traces the history of the human-whale relationship from the eighteenth century onward in North America and concludes with an in-depth discussion of whales' current place in the law, culture, and politics of a globalizing world.

**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

**Effective Class Size**: 19

**Distributional Requirements**: Division 2

---

**ENVI 283(F) 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 environmental problems, especially within the US context. 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. We will examine a number of policy proposals designed to address environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies involving air and water pollution, agricultural runoff, climate change and endangered species protection.

**Class Format**: seminar

**Requirements/Evaluation**: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

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

**Prerequisites**: ENVI 101 or permission of instructor

**Enrollment Preferences**: Environmental Studies majors and concentrators, and Political Science majors

**Enrollment Limit**: 19

**Effective Class Size**: 15

**Distributional Requirements**: Division 2

**Other Attributes**: EVST Social Science/Policy

---

**ENVI 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 preserve 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" emblems 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**: 15

**Effective Class Size**: 15

**Distributional Requirements**: Division 2

**Other Attributes**: AMST Critical and Cultural Theory Electives, PSCI Political Theory Courses

---

**ENVI 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 famously 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

---

**ENVI 257 Environmental Problems: Social Causes, Consequences, and Policy Solutions**

This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. 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. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies involving air and water pollution, agricultural runoff, climate change and endangered species protection.
This course offers a theoretical reflection on the social, cultural and political consequences 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? How 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 re-identified in interfaith, 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; Castells, The Rise of the Network Society; 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, Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives, GBST Economic Development Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Georges Dreyfus

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
Not Offered Academic Year 2018
SEM Instructor: Nicolas Howe

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 growth 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
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives, GBST Urbanizing World Electives, HIST Group A Electives - Africa
Not Offered Academic Year 2018
LEC Instructor: Kenda Mutongi

ENVI 307(F) Environmental Law Crosslistings: ENVI 307/PSCI 317
We rely on environmental law to make human communities healthier and protect the natural world, 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 fring 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 reinforced, 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: satisfies the “Environmental Policy” requirement for the Environmental Studies concentration
Distributional Requirements: Division 2
Other Attributes: It will satisfy and Place Electives, ENVI Environmental Policy, EVST Social Science/Policy, MAST Interdepartmental Electives, POEC U.S. Political Economy + Public Policy Course, SCST Elective Courses
Fall 2017
LEC Section: 01 M 07:00 PM 09:40 PM Instructor: David Cassuto
ENVI 309 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 Studies majors & concentrators; but other students interested in public policy are welcome
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018

ENVI 312 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, species interactions and population dynamics. Lectures and labs will explore how to 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-driven 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
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives, EVST Living Systems Courses, EXPE Experiential Education Courses
Not Offered Academic Year 2018
LEC Instructor: Manuel Morales

ENVI 313(S) Chicago
Crosslistings: LATS 312/AMST 312/ENVI 313
"The city that never sleeps 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 groups 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 Chi-Town 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 (15 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course of the year
Prerequisites: none
Enrollment Preferences: American Studies majors, Latino/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, EVST Living Systems Courses, EXPE Experiential Education Courses, GBST Urbanizing World Electives, LATS Core Electives
Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Merida Rua

ENVI 318 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
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives, LATS Core Electives
Not Offered Academic Year 2018
SEM Instructor: Jacqueline Hidalgo

ENVI 322(F) Trash
Crosslistings: ANTH 322/ENVI 322/GBST 322
What is garbage? Why do we 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 South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of specific moments 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: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Joel Lee

ENVI 328(F) Global Environmental Politics (W)
Crosslistings: ENVI 328/PSCI 328
This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biodegradable and mercury pollution.
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
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies 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 Studies concentration
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: JLST Interdepartmental Electives, POEC International Political Economy Courses, PSCI Research Courses
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Pia Kohler
ENV 340 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 paper; 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, EVST Social Science/Policy, JLST Interdepartmental Electives, MAST Interdepartmental Electives

ENV 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 poisons (and nothing is without poison). The difference is 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 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 makes 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: satisfies the Natural World requirement for the Environmental studies concentration
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives, ENVI Natural World Electives, PHLH Biomedical Determinants of Health
Spring 2018
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Richardson

ENV 346 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 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, PSYC Area 4, - Social Psychology
Not Offered Academic Year 2018
SEM Instructor: Kenneth Savitsky

ENV 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 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 studies concentration
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy, EXPE Experiential Education Credits, POEC International Political Economy Courses
Fall 2017
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2018
LEC Section: 01 TBA Instructor: Catherine Hall

ENV 352(S) After Nature: Writing About Science and The Environment (W)
Crosslistings: ENVI 352/ENGL 351
Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a final project.

Class Format: seminar
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 or 102 suggested
Enrollment Preferences: Environmental Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1, Writing Intensive
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Elizabeth Kolbert

ENV 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 within 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: 12
Expected Class Size: 12
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives, ENVI Natural World Electives, EVST Methods Courses, MTSC Related Courses
Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Christopher Goh
LAB Section: 02 M 01:00 PM 05:00 PM

ENVI 368(F) Technology and Modern Society
Crosslistings: SOCS 368/ENVI 368
With widespread use of new social media, controversial developments in such bio-technical practices as cloning of mammals, rapid advances in various forms of telecommunications, 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 unfailingly 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 Luddite 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 Preferences:** Anthropology and Sociology majors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Other Attributes:** ECON Humanities, Arts + Social Science Electives, FMST Related courses, HSCI Interdepartmental Electives, SCST Elective Courses

Fall 2017

**SEM Section:** 01  MR 01:10 PM 02:25 PM  Instructor: James Nolan

### ENVI 376 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 nudges and firm responses to mandatorily 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 existing, experimental data set 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:** ECON Humanities, Arts + Social Science Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

**SEM Instructor:** Sarah Jacobson

### ENVI 378(F) Nature/Writing

**Crosslistings:** ENGL 378/ENVI 378

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** two-10 page papers, regular class attendance, and 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 and Environmental Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:** Division 1

**Other Attributes:** AMST Space and Place Electives, ENVI Humanities, Arts + Social Science Electives

**Fall 2017**

**SEM Section:** 01 TR 11:20 AM 12:35 PM  Instructor: David Smith

### 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 or too low? If it 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:** satisfies the Environmental Policy requirement for the Environmental studies concentration

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning

**Other Attributes:** ENVI Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

### ENVI 387 Economics of Climate Change (Q)

**Crosslistings:** ECON 387/ENVI 522/ENVI 387

This course will examine the causes and consequences of climate change, including both theoretical 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 poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. 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 current climate change? Why have we had such a hard time agreeing on GHG emissions reductions and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China’s pilot cap-and-trade programs for 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. Throughout the course 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:** seven problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Preferences:** senior Economic majors and CDE fellows

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2, Quantitative/Formal Reasoning

**Other Attributes:** ENVI Environmental Policy, MAST Interdepartmental Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Matthew Gibson

### ENVI 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 for this population growth are enormous. We will also consider how 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 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, GBST Urbanizing World Electives, POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Stephen Sheppard

### ENVI 397(F) Independent Study of Environmental Problems

**Crosslistings:** ECON 397/ENVI 397/ENVI 397

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...
ENVI 402 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 that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. 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 Studies majors and concentrators and Maritime Studies concentrators
Enrollment Limit: 20
Expected Class Size: 19
Dept. Notes: required course for students wishing to complete the Maritime Studies concentration
Distribution Notes: does not meet Division 1, 2, or 3 requirements

Distributional Requirements: Non-divisional
Other Attributes: SCST Elective Courses
Not Offered Academic Year 2018
SEM Instructor: Sarah Gardner

ENVI 405(F) 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 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 read 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 or 303, 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

Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Mea Cook
LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Mea Cook

ENVI 411 Environmental Planning Workshop: Community-Based Environmental Problem Solving
Crosslistings: ENVI 411/AMST 302
This interdisciplinary, experiential workshop course introduces students to the field of environmental 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 frameworks. Part 2 ties together the planning project, 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, will complete a planning project using all the tools of a XPRM, 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 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 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.

Class Format: seminardiscussion/group 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 and concentrators
Enrollment Limit: 16
Expected Class Size: 16
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, EXPE Experiential Education Courses, SCST Related Courses

Fall 2017
SEM Section: 01TR 11:25 AM 12:35 PM Instructor: Sarah Gardner
SEM Section: 02T 01:00 PM 04:00 PM Instructor: Sarah Gardner
SEM Section: 03R 01:00 PM 04:00 PM Instructor: Sarah Gardner

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
Requirements/Evaluation: participation, class presentations, group project with individual component
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Not Offered Academic Year 2018

ENVI 413 Environmental Research Practicum: Culture and Society
The Environmental Studies and Maritime Studies programs provide students with the opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from the local to the global. As one of the capstone courses for Environmental Studies and Maritime Studies, this research-based seminar will bring together students who have specialized in the humanities, social sciences and natural sciences, and will provide an opportunity for exchange and collaboration across these disciplinary streams. Readings, discussion, and research will be organized around a local environmental topic, and over the course of the semester students will work individually and as a group to produce a final multimedia report on this issue.

Class Format: seminar; community based field work Context-based learning through field trips
Requirements/Evaluation: 20-page research paper as part of a coordinated group effort on a local environmental problem, which will take the form of an on-line or physical exhibition
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 101 and ENVI 102; open to juniors and seniors only
Enrollment Preferences: majors and concentrators, seniors
Enrollment Limit: 16
Expected Class Size: 12
Dept. Notes: required course for students wishing to complete the majors in Environmental Studies and the Environmental Studies concentration
An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords, the failed Comprehensive Food and Urban Management, and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena Maria Viramontes' *Their Dogs Came With Them* and Ecuadorian-U.S. ecofeminist Jeanette Rodriguez’s theological texts. Evaluation is based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

**Class Format:** seminar

**Requirements/Evaluation:** participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Other Attributes:** LATS 400-level Seminars

**Fall 2017**

**SEM Section:** 01  W 01:10 PM 03:50 PM  Instructor: Jacqueline Hidalgo

**ENVI 422 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 seminar revisits 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:** 16

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Other Attributes:** ENVS World Electives, PHLH Nutrition,Food Security+Environmental Health

**Not Offered Academic Year 2018**

**SEM Instructor:** Henry Art

**ENVI 445 World’s End: Literary Ecologies of the Limit**

Crosslistings: ENGL 445/ENVI 445

Consciousness of the world's finitude in a time of environmental degradation and forewarning 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? How might 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 comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Godard. Primarily works may include: Shakespeare, *King Lear*; Marvell, "Upon Appleton House"; Browne, *Um Burial*; Burnet, *Sacred Theory of the Earth*; Defoe, *Robinson Crusoe*; Verne, *Journey to the Center of the Earth*; Godard, *Weekend* and *Goodbye to Language*; Tarkovsky, *Solaris*; Delillo, *White Noise*; Atwood, *Oryx and Crake*; Johnson, *The Time that Remains*; Heidegger, *Question Concerning Technology*; Latour, *An Inquiry into Modes of Existence*; Nancy, *After Fukushima*; Derrida, *On an Apocalyptic Tone...*; and Rand 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
ENV 478 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 majors and students if over-enrolled
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, HIST Group C Electives - Europe and Russia, HIST Group F Electives - U.S. + Canada
Not Offered Academic Year: 2018
SEM Instructor: Karen Merrill

ENV 491T(S) 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 reimagined. 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 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: History majors and students with previous coursework in History
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Space and Place Electives, HIST Group F Electives - U.S. + Canada
Spring 2018
TUT Section: T1 TBA Instructor: Karen Merrill

ENVI 493(F) Senior Research and Thesis: Environmental Studies
Environmental Studies senior research and thesis.

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
Fall 2017
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVI 494(S) Senior Research and Thesis: Environmental Studies
Environmental Studies senior research and thesis.

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
Spring 2018
HON Section: 01 TBA Instructor: Mary Berca Edwards

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: not available for the fifth course option
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, EXPE Experiential Education Courses
Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Ronadh Cox
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Ronadh Cox
LAB Section: 03 W 01:00 PM 03:00 PM Instructor: Ronadh Cox

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, EVST Living Systems Courses, EXPE Experiential Education Courses
Fall 2017
LEC Section: 01 TBA Instructor: Lisa Gilbert
Spring 2018
LEC Section: 01 TBA Instructor: Lisa Gilbert

MAST 231(W) 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 Charles W. Morgan 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 may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: AMST Arts in Context Electives, ENVI Humanities, Arts + Social Science Electives
Fall 2017
LEC Section: 01 TBA Instructor: Mary Berca Edwards
Spring 2018
LEC Section: 01 TBA Instructor: Mary Berca Edwards

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 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, EVST Living Systems Courses, EXPE Experiential Education Courses

Fall 2017
LEC Section: 01 TBA, Tim Pusack

Spring 2018
LEC Section: 01 TBA, Tim Pusack

MAST 351(F,S) Marine Policy

Crosslistings: MAST 351/ENV 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 studies concentration

Distributional Requirements: Division 2

Other Attributes: ENVI Environmental Policy, EXPE Experiential Education Courses, POEC International Political Economy Courses

Fall 2017
LEC Section: 01 TBA Instructor: Catherine Hall

Spring 2018
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, EXPE Experiential Education Courses, HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodem

Fall 2017
LEC Section: 01 TBA Instructor: Glenn Gordiner

Spring 2018
LEC Section: 01 TBA Instructor: Glenn Gordiner

MAST 397(F) Independent Study: Maritime Studies

Maritime Studies independent study.

Class Format: discussed independent study

Distributional Requirements: Non-divisional

Fall 2017
IND Section: 01 TBA Instructor: Ralph Bradburd

MAST 398(S) Independent Study: Maritime Studies

Maritime Studies independent study

Class Format: independent study

Distributional Requirements: Non-divisional

Spring 2018
IND Section: 01 TBA Instructor: Ralph Bradburd

MAST 402 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 that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. 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 Studies majors and concentrators and Maritime Studies concentrators

Distributional Requirements: Limited enrollment

Expected Class Size: 19

Dept. Notes: required course for students wishing to complete the Maritime Studies concentration

Distribution Notes: does not meet Division 1, 2, or 3 requirements

Distributional Requirements: Non-divisional

Other Attributes: SCST Elective Courses

Spring 2018
LEC Section: 01 TBA Instructor: Ralph Bradburd

MAST 493(F) Senior Thesis: Maritime Studies

Maritime Studies senior thesis

Class Format: independent study

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

Distributional Requirements: Non-divisional

Spring 2018
LEC Section: 01 TBA Instructor: Ralph Bradburd

EXPERIMENTAL EDUCATION COURSES

Coordinator: PAUL CONSOLINI

A description of experiential education at Williams may be found here. A complete description of each course may be found in the relevant department’s section. Students may obtain detailed information about experiential elements in a specific course from its instructor.

Students interested in incorporating fieldwork into courses not listed here should contact the Coordinator for help. Inclusion of experiential components depends on permission of the instructor.

Semester Courses

[AFR 245/MUS 242 Monk and the Bebop Revolution last offered spring 2011]
[AMST 201(F,S) Introduction to American Studies]
[ARTH/ENVI 201 American Landscape History last offered spring 2012]
[ARTH 308/ENVI 308 The North American Park Idea last offered spring 2009]
[ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials]
[Biol 220/ENVI 220(F) Field Botany and Plant Natural History]
[Biol 302/ENVI 312 Communities and Ecosystems (not offered 2014-2015)]
[CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (not offered 2014-2015)]
[ENGL 376 Documentary Fictions last offered Spring 2012]
[ENVI 102(S) Introduction to Environmental Science]
[ENVI 302(F) Environmental Planning Workshop]
[ENVI 397/398(F,S) Independent Study of Environmental Problems]
[ENGL/PHIL/ENGL/ARTS 309 Exploring Creativity last offered spring 2010]
[GEOS 104/ENVI 104/MAST 104(S) Oceanography]
[GEOS 105 Geology Outdoors-last offered spring 2013]
[GEOS 206/ENVI 206(S) Renewable Energy and the Sustainable Campus]
[GEOS/ENVI 214(S) Remote Sensing and Geographic Information Systems]
[LATS 220/AMST 221 Introduction to Urban Studies: Shaping and Living the City (not offered 2014-2015)]
[LATS/TEHA 230/ WGST 231 Approaching Performance Studies-last offered spring 2010]
[LATS 331 Sound and Movement in the Afro-Latin Diaspora-last offered spring 2009]
[LING 400 Linguistics Research Seminar-last offered spring 2010]
[MAST 211/GEOS 210(F,S) Oceanographic Processes (Williams/Mystic Program)]
[MAST 311/BIOL 231(F,S) Marine Ecology (Williams/Mystic Program)]
[MAST/ENVI 351(F,S) Marine Policy (Williams/Mystic Program)]
WINTER STUDY COUNCIL

Winter Study

RUSS/SPEC 025 Williams in Georgia

RLSP 016/MUS 016 Music Circus: John Cage and His World

PSCI 021 Fieldwork in Public and Private Non-Profit Organizations

PHYS 15 Livres des Artistes

PHIL 013 Boxing

PHIL 011 Aikido and the Creation of Ethical Policy

MUS 0 Math and Music

MATH 123 Gaudino Winter Study Fellows Program

MATH 016/SPEC 016 Knitting: The Social History and Craft Form

MATH 012 Mural

LING 012 Preliminary Introduction to American Sign Language

LEAD 018 Wilderness Leadership

HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from 1770 to Taiwan

HIST 015 The Great Depression: A Storied History

HI 025 Exploring Japanese Culture and Language

GEOS 012 Landscape Photography

GEOG 101 Reading Childhood

HIST 015 The Great Depression: A Storied History

HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from 1770 to Taiwan

Winter Study Courses

AFR 025/WGST 24 Youth, Gender and Social Activism in Tanzania

AMST 012 Singing School: Sacred Choral Traditions in the Berkshires and Beyond

AMST 015 Contemporary American Songwriting

ANSO 010 Meditation-Based Stress Reduction: Adopting a Mindfulness Practice

ANSO 011 Berkshire Farm Center Internship

ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse

ARTS 019 Introduction to the Craft and Art of Blacksmithing

CHIN 013 Theory and Practice of Chinese Cooking

BIOL 014 Gestures of Time: A Visual Exploration

BIOL 015 From Populations to Species: Understanding the Evolution of Diversity

CSCI 010 Designing and Building a Desktop Computer

CSCI 012 Negotiation: Theory and Practice

CSCI 025 The Political Economy of Social Cohesion: Lessons from South Africa’s Miracle

ENVI 010 The Winter Naturalist’s Journal

ENVI 012 The Changing Forest

ENVI 014 Green Workshop and LEED Certification Course

ENVI 015 Get Focused and Step It Up-Climate Change Activism

ENVI 016 Problems with Plastics

ENVI 025 Sustainable Eleuthera: Energy, Environment and Economic Development

ENVI 203 Designing and Building a Desktop Computer

HIST 012 Reading Childhood

HIST 015 The Great Depression: A Storied History

HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk

LEAD 018 Wilderness Leadership

LGBTQ 021 Creating a Non-Profit Organization

JAPAN 025 Exploring Japanese Culture and Language

LING 012 Preliminary Introduction to American Sign Language

MATH 012 Mural

MATH 016/SPEC 016 Knitting: The Social History and Craft Form

MATH 023 Gaudino Winter Study Fellows Program

MUS 013 Math and Music

MUS 025 Musical Performance: Cultural Exchange in Argentina

PHIL 011 Aikido and the Creation of Ethical Policy

PHIL 013 Boxing

PHYS 15 Livres des Artistes-The Artist Book

PSCI 021 Fieldwork in Public and Private Non-Profits/Volunteer Income Tax Assistance

PSCI 025 Williams in NOLA

PSYC 016 Rhythm Based Communication

PSYC 019 Psychology in Action

REL 025 Jerusalem: One City, Three Faiths, Many Narratives

RLSP 016/MUS 016 Music Circus: John Cage and His World

RUSS/SPEC 025 Williams in Georgia

STAT 013 Roulette

SPEC 010 Quest for College: Early Awareness in Berkshire County Schools

SPEC 015 Ski Patrol Rescue Techniques: Outdoor Emergency Care

SPEC 019 Medical Apprenticeship

SPEC 021 The Psychology of the Workplace; a Field Study with William’s Alumni/Parents

SPEC 024 Eye Care and Culture in the Rural Atlantic Coast of Nicaragua

SPEC 026/MATH 026 Resettling Refugees in Maine

SPEC 028 Teaching Practica in New York City Schools

SPEC 035 Making Pottery on the Potter’s Wheel

FILM AND MEDIA STUDIES

Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of media forms and the penetration of entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different pathways through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divinity and II). This will help students to think critically both about and with moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through contract major. Guidance on course selection with or without the aim of creating a contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, professors Morgan McGuire (Computer Science), Bojana Mladenovic (Philosophy) and Shawn Rosenberg (English) have volunteered to serve as advisors to students interested in this field.

Core Courses

AFR 300/AMST 300/SOC 306: Lessons of The Game: The Wire and American Culture

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

AFR 316 Sacred Cinema: Black Religion and the Movies

AFR 325/REL 265/AMST 316/WGSS 325 Television, Social Media, and Black Women "Unscripted"

AFR 321 Trending Black: Race and Social Media in 21st Century

AFR 329/GBST 329 The Digital Caribbean

AMST 257/REL 265/AMST 316 Beyond Tonto: American Indians in Film

AMST 304/ENGL 396/COMP 307 Asian American Writing and the Visual Arts

AMST 333/ARTH 310/WGSS 312/COMP 316 An American Family and "Reality" Television

ANTH 225 Visible Culture: Documentary and Nonfiction

ARB 401/COMP 403 Topics in Advanced Arabic I: Contemporary Arab Cinema

ARTS 101/AMST 102 Artists Respond to Dangerous Times

ARTS 124 Introductory Video

ARTS 260 Objects in Video, Video as Object

ARTS 284/THEA 284 Writing for Film, Video, and Performance

ARTS 288 Video

ARTS 315 Realisms: Courtier to Mombecore

ARTS 350 Subjective Documentary

CHIN 226/COMP 296 Chinese Film and Its Significant Others

CHIN 237/COMP 297 Present Past: The Politics of Memory in Contemporary Chinese Literature and Films

COMP 246/ENGL 287 Bloody Vampires: From Fiction to Film and Fashion

COMP 308/WGSS 309 Everyday Life in Literature and Film

COMP 341 Cinematic Representations of Work and Migration after the Wall

CSCI 107/ARTS 107 Creating Games

CSCI 371 Computational Graphics

CSCI 372 Visual Media Production

ENGL 203/CSCI 205/ARTH 205 Cinematography in the Digital Age

ENGL 294/COMP 221 Hollywood Film

ENGL 274/COMP 258 Film and Media Studies: An Introduction

ENGL 213 Making Radio

ENGL 367/AMST 231 Documentary Fictions

ENGL 380T Motherhood and Horror: The Movie

JAPAN 153 Japanese Film

LATS 203/ARTH 205/WGSS 203 Chicana/o Film and Video

LATS 231/AMST 231/WGSS 232 Approaches to Media Studies
Analyzing Mediated Difference
LAT 348/AMST 348 Latinas/os and the Media: From Production to Consumption
MUS 149 The Language of Film Music
MUS 276 Music and the Internet
PHIL 294/COMP 294 Philosophy and Narrative Fiction
PHIL 295/COMP 295 Philosophy of Film and 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 228/COMP 298 Introduction to French and Francophone Film
RLFR 261/COMP 261/COMP 283 Haitian and French Caribbean Literatures and Film
RLFR 240/AFR 241/COMP 281 The Banlieue in Literature, Music and Film
RLSP 208 The Spanish Civil War in Literature and Film
RLSP 235/COMP 234 A Survey of Hispanic Cinema from 1960 to 2010: Politics, Gender, and Memory
WGSS 283/AFR 283/AMST 283/ENGL 286 Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Related Courses
ARAB 415 Beyond Headlines: Surveying the Arab Landscape through Arabic Media
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 Photoaraphy
ARTS 324/INTR 324 The Documentary Photography Project
ARTS 106 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
COMP 286/ARTH 286/ARTH 586/ASST 286 Japanese Popular Visual Culture
CSCI 109 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 337/ARTH 337 Visual Politics
PSYC 318/INTR 233/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 and Society
SOC 236/AMST 236/ARTH 237/ENGL 237 Making Things Visible: Adventures in Documentary Work
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 241/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 appreciate 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.
Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, geomology, 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 around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The Geosciences major includes at least one and at most two 100-level courses:
- GEOS 101 The Co-Evolution of Earth and Life
- GEOS 102 An Unfinished Planet
- GEOS 103 Global Warming and Natural Disasters
- GEOS 104 Oceanography

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 211 Paleobiology
- 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

At least one of the following 400-level courses:
- 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 HONORS IN GEO SCIENCES
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 major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. 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. Up to two geoscience courses taken away from Williams can be counted toward the nine courses required for the major.

Minor: At least one of the following 400-level courses:
- GEOS 401 Global Tectonics and the Rise of Mountains
- GEOS 405 Geochemistry: Understanding Earth’s Environment
- GEOS 411 Geobiology

GEOS 101 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 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 did continents form, and why did the plates start to move? What role
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
biologic biodiversity and the adaptive mechanisms to them in the past and what can
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 course 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, midterms, a writing project, and a final exam
Prerequisites: none
Enrollment Preferences: undergraduates
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
Not Offered Academic Year 2018
LEC Instructor: Phoebe Cohen

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 and continents 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 describe 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 New
England. Readings will be from a physical geology
LEC Instructor: Williams

GEOS 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, five hours per week; one required 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: not available for the fifth course option
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, EXPE Experiential
Education Courses
LEC Instructor: Constantine

GEOS 105(F) Geomorphology
Crosslistings: GEOS 105/ENVI 105/MAST 105
Geomorphology is the study of landforms, the processes that shape them and the
rates at which surface processes change the landscape in which we live.
The course is designed for Geosciences majors and for environmental studies
students interested in surficial geologic processes and their
importance in shaping the physical environment. We emphasize 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
g geomorphic processes is strong, perhaps dominant, in many geologic
ecosystems. Many of our exercises focus human interaction - planned or unplanned— with geomorphic processes. Labs focus on field measurements of
channels and landscapes in the Williams town area as well as on the
analysis of topographic maps and imagery.
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: ENVI Natural World Electives, EVST Environmental Science
LEC Instructor: David Dethier

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 progress 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- and energy-dispersive x-ray
spectrochemical analysis; x-ray diffraction; the use of the petrographic
microscope; and the identification of important minerals in hand specimen
LEC Instructor: David Dethier
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
Additional Information:
Other Attributes: MTSC Related Courses

GEOS 250(F) Earth Resources
Crosslistings: GEOS 250/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 your house warm or to fly airplanes 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 responsibly is key to the continued growth of the global society. This course introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stones 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

GEOS 206(F) Renewable Energy and the Sustainable Campus
Crosslistings: GEOS 206/ENVI 206
Fluctuating oil prices and rising electricity costs disrupt the economy and help fuel regional and global insecurity. Extraction and combustion of fossil fuels degrades the environment. Modern understanding of how fossil-fuel consumption contributes to global climate change and new technologies are 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 mid-21st century? How will campus buildings, old and new, continue to be attractive spaces while making much more efficient use of energy and light? How can the College’s operations and campus life become more sustainable? This course is a practical introduction to renewable sources of energy and principles of sustainability and to their application in the campus environment. Topics covered include: solar energy and energy efficiency, wind energy, biological sources of energy (biomass, biogas, liquid fuels), geothermal energy, and the environmental impacts of energy, water and food consumption. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.
Class Format: several three hour per week
Requirements/Evaluation: evaluation will be based on project problems, 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, EXPE Experiential Education Courses

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, EVST Living Systems Courses, EXPE Experiential Education Courses

GEOS 212 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 how communities to reconstitute 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: 15
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
Not Offered Academic Year 2018
LEC Instructor: Phoebe Cohen

GEOS 214(S) Mastering GIS
Crosslistings: GEOS 214/ENVI 214
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam
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: 24
Expected Class Size: 24
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives, EVST Methods Courses, EXPE Experiential Education Courses

GEOS 215(S) Climate Changes
Crosslistings: GEOS 215/ENVI 215
The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: based on weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam
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: 24
Expected Class Size: 24
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives, EVST Methods Courses, EXPE Experiential Education Courses

Spring 2018
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: José Constantine
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: José Constantine
LAB Section: 03 W 01:00 PM 04:00 PM Instructor: José Constantine

Spring 2018
LEC Section: 01 TBA Instructor: Lisa Gilbert

Fall 2017
LEC Section: 01 TBA Instructor: Lisa Gilbert

Fall 2017
LEC Section: 01 CANCELLED/INSTRUCTOR: PHOEBE COHEN

Fall 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Bud Wobus
LAB Section: 02 T 10:00 PM 04:00 PM Instructor: Bud Wobus

Spring 2018
LEC Section: 01 TBA Instructor: Lisa Gilbert

Fall 2017
LEC Section: 01 CANCELLED/INSTRUCTOR: PHOEBE COHEN
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 review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, and the large scale 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. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

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
Extra Info: not available for the fifth course option
Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor
Enrollment Preferences: Geosciences majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives, EVST Environmental Science, MAST Interdepartmental Electives, SCST General Education Courses

GEOS 220T(S) Evolution of and on Volcanic Islands (W)
Crosslistings: GEOS 220/ENVI 219
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. The islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Class Format: tutorial
Requirements/Evaluation: evaluation based on five written papers.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: 100-level GEOS course or permission of instructor
Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Writing Intensive
Other Attributes: ENVI Natural World Electives

GEOS 234(S) Introduction to Materials Science (Q)
Crosslistings: PHYS 234/GEOS 234
Materials Science is the study of how the microscopic structure of materials—whether steel, glass, fiber, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week), plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)
Requirements/Evaluation: based on weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component
Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or PHYS 121 course; or permission of instructor
Enrollment Preferences: Geosciences majors
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

GEOS 301(F) Structural Geology (Q)
The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly laboratory exercises, written assignments, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GEOS 101 or 102, or permission of instructor
Enrollment Preferences: Geosciences majors
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

GEOS 302(S) 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 mechanisms 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 cyclic deposition.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip
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, writing assignments, hour exam & final exam
Extra Info: papers will be thoroughly edited for style, grammar and syntax; each one 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

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

GEOS 312T(S) Mass Extinctions: Patterns and Processes (W)
Over the last 542 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct and groups like the dinosaurs vanished from the planet after over 100 million years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the
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 paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that have revealed the kinematics and present and past plate motions. After an introduction to the theory of plate tectonics, local field trips will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. 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; five field trips including one all-day trip.

Requirements/Evaluation: participation during class and field trip discussions; five lab reports based on field trips, and 3 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: GEO 101 or GEO 212; or permission of instructor + any 200 level GEO course.

Enrollment Preferences: senior Geosciences majors

Distributional Requirements: Division 3

Fall 2017
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(F) Geochronology: Understanding Earth's Environment
Crosslistings: GEO 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 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 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 GEO courses and at least one of GEO 302 or 303, 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

Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Mea Cook
LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Mea Cook

GEOS 411 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 earth and life 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 ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Harvard and MIT where we will tour labs doing cutting-edge geobiology research. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Class Format: seminar; two lecture/seminars a week plus a lab

Requirements/Evaluation: labs, short papers, final grant proposal and presentation.

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

Prerequisites: GEO 212; or GEO 101 + any 200-level GEO course; or permission of instructor.

Enrollment Preferences: Senior Geoscience majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division 3

Not Offered Academic Year 2018

SEM Instructor: Phoebe Cohen

GEOS 493(F) Senior Thesis: Geosciences
Geosciences 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 3

Fall 2017
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 494(S) Senior Thesis: Geosciences
Geosciences 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 3

Spring 2018
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 497(F) Independent Study: Geosciences
Geosciences 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 2017
IND Section: 01 TBA Instructor: Ronadh Cox

GEOS 498(F) Independent Study: Geosciences
Geosciences independent study.

Class Format: lecture/discussion

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

Distributional Requirements: Division 3

Spring 2018
IND Section: 01 TBA Instructor: Ronadh Cox

GERMAN (DIV I)
Chair: Professor TBA

Professors: H. DRUXES, G. NEWMAN***, Assistant Professor: C. KONÉ.
Visiting Assistant Professor: N. LOZINSKI-VEACH. Lecturer: E. KIEFFER$. Teaching Associates: LEICK, SCHWINDL.

STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE
The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 120 is a compact intensive communicative German course that strives to cover two semesters of the language in one. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Each year the department offers upper-level courses treating various topics from the German-language intellectual, cultural, and social world in which reading, discussion and writing are in German. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD
The department strongly encourages students who wish to attain fluency in German 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 106
- 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 six 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: 267 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-W31-494) 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

**Distributional Requirements:** Division 1

**Fall 2017**

**LEC Section:** 01  
M-F 10:00 AM - 10:50 AM  
Instructor: Gail Newman

GERM 102(S) Elementary German  
German 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 following topics will be addressed: these serve as a springboard for further exploration:

- housing: housework; 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, quizzes, homework

**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:** GERM 101 or equivalent

**Enrollment Preferences:** first-year students

**Enrollment Limit:** 18

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Spring 2018**

**SEM Section:** 01  
M-F 10:00 AM - 10:50 AM  
Instructor: Natalie Lozinski-Veatch

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, conversation and composition exercises, the students will strengthen their language skills and develop cultural competence. This 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 themes 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 2017**

**SEM Section:** 01  
MWF 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:** discussions, 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 2018**

**LEC Section:** 01  
MWF 10:00 AM - 10:50 AM  
Instructor: Helga Druxes

GERM 120(S) Turbodeutsch: Accelerated Elementary German
An accelerated version of Elementary German; covering nearly all of the material of GERM 101-102 in one semester. The course emphasizes 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 three 50-minute periods on MW, and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, tests, quizzes, final exam

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

**Prerequisites:** students with demonstrated need to take the language in only one semester; students also need to show a strong commitment to learning German

**Enrollment Preferences:** students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German

**Enrollment Limit:** 12
GERM 201(F) Reisefieber: Germans On the Road for Adventure, Wealth, Escape

We will investigate poten myths of North America and Africa that fuelled German emigration and adventurism, and we will also look at inner-German travel stories. Our subjects are from diverse backgrounds and eras: Glikl, a Jewish businesswoman and mother of fourteen deals in pearls and gold in the seventeenth century, Johann Jacob Astor makes a fortune in the fur trade and real estate in 1863, Hovm and a young worker exchanges his cramped life in an industrial smel for the Midwest, in 1909, a German worker travels to Cameroon to build a railway line through the jungle, in 1923, Martha, a young single woman, ships out from Bremenhaven to work in the United States, in the 1990s, Louise, a descendant of the famous Jacobs coffee company, seeks out the cowboy lifestyle in the American West, in 1988, Freya, a GDR peace activist is deported to the West, the 2016 documentary Hymratmolonz chronicles the escape of 1,000 German-Jewish academics from Nazi Germany, and a tourist of the Twenty. We may also analyze films and tales about the potent myth of the "Wild West" and noble Indians, promoted by nineteenth-century best-selling author Karl May, and their afterlife in contemporary movies.

Class Format: seminar
Requirements/Evaluation: three short oral presentations, midterm, and 10-page final project
Prerequisites: German 104 or see instructor
Enrollment Preferences: German majors
Enrollment Limit: 15
Expected Class Size: 8
Materials/Lab Fees: reader packet
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Helga Druxes

GERM 202 Vienna 1900-2000 and Beyond

Crosslistings: GERM 202/GBST 202

Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post-Cold War Europe: its population is remarkably multicultural, in spite of its nationalism; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan-Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio, and cyber-materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 201. Conducted in German.

Class Format: discussion/lecture
Requirements/Evaluation: active class participation, several 1-2-page writing assignments, final written/oral project
Prerequisites: GERMA 104 or equivalent
Enrollment Preferences: German majors
Enrollment Limit: 16
Expected Class Size: 8
Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives
Not Offered Academic Year 2018
LEC Instructor: Gail Newman

GERM 202 Seh'n Se, det is Berlin

In the history of Germany, Berlin has always been a very important cultural and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Third Reich, and the German Democratic Republic, before becoming the capital of a reunited Federal Republic of Germany in 1990. In order to understand the fascination held by this metropolis before and after WWII and its increasing popularity today, it is crucial to gain an insight into the cultural and historical aspects of the capital of Germany throughout the 20th century. In order to do so, we will read texts by Erich Kästner, Kurt Tucholsky, Thomas Brussig, and Wladimir Kaminer. We will look at paintings by Ernst Ludwig Kirschner, Otto Dix and photographers by August Sander, watch movies by Fritz lang, Wolfgang Staudte, Hannes Stöhr, and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Th

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 2018
SEM Instructor: Christophe 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 the city's population reached a record high of 2.8 million inhabitants), always had a particular significance within German cultural consciousness. Part of the Hanseatic League since the Middle Ages, the Free City of Hamburg quickly became an important commercial center in Northern Europe and a prosperous city of traders and merchants. Located on the river Elbe and in close proximity to the North Sea, the city-state Hamburg is still a major port city which has long benefited trading activities and fostered an exposure to other cultures. Called the gateway to the world (because the port was for a long time the gateway to the Americas) and the Venice of the North (the city is surrounded by water and features more canals, streams, and bridges than Amsterdam), later on completely destroyed by the World War II bombing raids, Hamburg is a city of contrasts: infamous for its dialect (Plattdeutsch) as well as its red light district (St Pauli), renowned for its journalism (Der Spiegel, Die Zeit) and culture scene, famous for its culinary specialties, (the burger might have been invented there) and its sports culture (soccer, handball, basketball), Hamburg has a rich past and a multicultural present that this course will examine. In order to gain a deeper insight into the geography, history, and culture of this fascinating city, we will read the autobiography by Hans-Jürgen Massaquoi, novels by Uwe Timm, short stories by Yoko Tawada and Siegfried Lenz, listen to songs by Hans Albers, Wolf Biermann, Udo Lindenberg, the Hip Hop band Feltes Brot, and watch movies by Fatih Akın, Sandra Nettelbeck, Christian Alvar, Özgür Yildirim, and Leander Haußmann. Taught in German.

Class Format: seminar
Requirements/Evaluation: oral presentations, four 3- to 5-page papers in German, midterm and final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GERM 104 and GERM 201
Enrollment Preferences: German majors
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Christophe Kone

GERM 202(S) Hansestadt Hamburg

"Wenn Du in Hamborger Honn platt snacken kannst, dann geht immer eine Dönnner auf die zweite (Germany's second largest city, with 1.8 million inhabitants), always had a particular significance within German cultural consciousness. Part of the Hanseatic League since the Middle Ages, the Free City of Hamburg quickly became an important commercial center in Northern Europe and a prosperous city of traders and merchants. Located on the river Elbe and in close proximity to the North Sea, the city-state Hamburg is still a major port city which has long benefited trading activities and fostered an exposure to other cultures. Called the gateway to the world (because the port was for a long time the gateway to the Americas) and the Venice of the North (the city is surrounded by water and features more canals, streams, and bridges than Amsterdam), later on completely destroyed by the World War II bombing raids, Hamburg is a city of contrasts: infamous for its dialect (Plattdeutsch) as well as its red light district (St Pauli), renowned for its journalism (Der Spiegel, Die Zeit) and culture scene, famous for its culinary specialties, (the burger might have been invented there) and its sports culture (soccer, handball, basketball), Hamburg has a rich past and a multicultural present that this course will examine. In order to gain a deeper insight into the geography, history, and culture of this fascinating city, we will read the autobiography by Hans-Jürgen Massaquoi, novels by Uwe Timm, short stories by Yoko Tawada and Siegfried Lenz, listen to songs by Hans Albers, Wolf Biermann, Udo Lindenberg, the Hip Hop band Feltes Brot, and watch movies by Fatih Akın, Sandra Nettelbeck, Christian Alvar, Özgür Yildirim, and Leander Haußmann. Taught in German.

Class Format: seminar
Requirements/Evaluation: oral presentations, four 3- to 5-page papers in German, midterm and final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GERM 201 or equivalent
Enrollment Preferences: German majors
Enrollment Limit: 12
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Helga Druxes
GERM 271 From Kleist to Kafka
Class Registrations: 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, and who dies in the course attended not by the most profound—and at times bizarre—regions of the human mind. We will read Kleist's dramas Prince Friedrich of Homburg, Amphitryon, and Penthesilea, and his然后再, and Der Roman, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all of these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to starve for a living, the texts in the course attempt to access the most profound and at times bizarre—regions of the human mind. We will read Kleist's dramas Prince Friedrich of Homburg, Amphitryon, and Penthesilea, and his然后再, and Der Roman, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all of these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to

GERM 277 Dangerous Minds/Endangered Minds in the German Tradition
Class Registrations: GERM 277/COMP 277
"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The Sorrows of Young Werther exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an exceptional individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms. This course will examine literature and thought at the moments when the tectonic plates of reason and supposed reason unreason and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantic, and two novels by Franz Kafka, Freud, Kafka, Hofmannsthal), the mid-twentieth century with its disastrous consequences (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.

GERM 300(F) Mannweiber: Masculine Women in German Culture (W)
The German word "Mannweiber" is a literal translation of the Greek "androgynous" and is a derogatory term for a woman who acts in a masculine way. This survey course examines the recurrence of "masculine femininity" 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, and Durrenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all of these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to starve for a living, the texts in the course attempt to access the most profound and at times bizarre—regions of the human mind. We will read Kleist's dramas Prince Friedrich of Homburg, Amphitryon, and Penthesilea, and his然后再, and Der Roman, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all of these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to

GERM 304T Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall (W)
Class Registrations: 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 status. The question of how far to correct the extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them 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 in film. In the course we will look at the endurance of the Mannweib in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, Die Ermittlung, Hans-Böll, Bly, Felsen, Wasserfarben, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschicte, Alice Schwarzer, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, "Berlin-Eecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Ulfi Edel, "Der Brief," Margarethre v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fettten Jahre sind vorbei."

GERM 306T Enlightenment and its Discontents (W)
Class Registrations: 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 ideals 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 thought. 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 thought, from its most fervent proponent (Lessing), through those who put it to a severe test (Kleist, Hoffmann, Bünchler), 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.

GERM 309T The Holocaust in the German Imagination (D)
How do we think about an event that unsettles the very notion of representation? An ideologically pure part of German history and culture, the Holocaust continues to challenge the artistic imagination by simultaneously confronting the reader and repressing the two tensions. This course covers the various ways in which German-speaking writers, artists, and directors have responded to this call since the 1930s. We will explore questions of memory and postmemory, the entanglements of trauma, guilt, and testimony, as well as the tensions and conundrums between Germany's rich cultural heritage and portraits of the Holocaust. Taking into consideration different forms of
artistic expression, such as literature, film, and visual art, including sites of commemoration, this class will trace the relationship between past and present. What might it mean to write and think in the language of the perpetrators? How do texts by Holocaust survivors and first-hand witnesses relate to those created by later generations? What are the differences between West and East German representations of the Shoah, and how do they differ from how immigrants in Germany or Austrian artists engage with the event? Among others, we will read texts by Paul Celan, Nelly Sachs, Anna Seghers, Ruth Klüger, Ingeborg Bachmann, Elfriede Jelinek, Peter Weiss, W. G. Sebald, and Zafer Senocak, as well as watch films by Michael Hanke, Max Färberbök, Frank Beyer, Volker Schlöndorff, Stefan Ruzowitzky, and Caroline Link. Conducted in German.

**Class Format:** seminar

**Requirements/Evaluation:** short critical papers, oral presentations

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

**Enrollment Preferences:** GERM 202 or the equivalent

**Enrollment Limit:** none

**Expected Class Size:** 8

**Distributional Requirements:** Division 1, Exploring Diversity

*Spring 2019*

SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Natalie Lozinski-Veach

**GERM 316 "Wer ist wir?": Recent Debates over Multiculture in Germany (D) (W)**

German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate diverse perspectives on Germany's integration of minorities. 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 minorities themselves portray themselves? We will read texts by: Zafer Senocak, Hatice Akıyn, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, an art exhibition, and discussion with local experts. What might it mean to write and think in the language of the minority? What are the consequences of multiculturalism in Germany and elsewhere? In the final two weeks we will read texts by: Zafer Senocak, Hauke Brodersen, 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; not available for the fifth course option

**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 2018

SEM Instructor: Helga Drukes

**GERM 317(F) The New Woman in Weimar Culture (W)**

Crosslistings: GERM 317/ WGS 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 indifference or perhaps even contempt by intellectuals from Mann to Nietzsche. How do portraits of female characters change from 1910 to 1930? How do they differ from how immigrants in German or Austrian artists engage with the phenomenon timelessly. The second half of the course will focus on the dynamics formed by this fascinating triangle, we will read novels by Goethe and inaudible to the tourist in Austria. In this course we will explore the hidden hand witnesses of hand witnesses of the Holocaust, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unimaginable. The course will involve reading closely and writing intensively about these texts, as we trace the historical line from Nazi involvement in culture to the current moment, in which ghettoes, 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; not available for the fifth course option

**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 2018

TUT Instructor: Gail Newman

**GERM 3317 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 playing 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 1900 to the present. We'll begin with the tremendous intellectual and cultural shifts of the twentieth century: the elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's stream 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 tirelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazi regime. We will explore the conceptual framework for the literary works. The tutorial may be taken in German or English. For students taking it in German, we will 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 and critical examination of 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: 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 2018

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 2017

HON Section: 01 TBA

**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 2018

HON Section: 01 TBA

**GERM 497(F) Independent Study:** German

German independent study.

**Class Format:** independent study

**Distributional Requirements:** Division 1

Fall 2017

IND Section: 01 TBA

**GERM 498(S) Independent Study:** German

German independent study.

**Class Format:** seminar

**Distributional Requirements:** Division 1

Spring 2018

IND Section: 01 TBA

**GERM 513 Readings in German Art History and Criticism**

This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. The course includes a grammar review.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on written homework, quizzes, tests, and class participation

**Prerequisites:** GERM 511-512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test)

**Enrollment Preferences:** Graduate Program students; others by permission of the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

Not Offered Academic Year 2018

SEM Instructor: Elizabeth Kieffer

**GERM 515(F) Reading German for Beginners**

German 515 is a beginning course for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students for whom the ability to read primary and secondary texts in German can be crucial. The focus of the course is on German for Art History and Criticism. In the first semester students learn the elements of grammar and acquire a core vocabulary. They begin reading and translating a variety of short texts.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on written homework, quizzes, tests, final exam, and active class participation

**Prerequisites:** none

**Enrollment Preferences:** although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

Fall 2017

SEM Section: 01 MWF 09:00 AM 09:50 AM Instructor: Elizabeth Kieffer

**GERM 516(S) Readings in German Art History and Criticism**

In this continuation of German 515 students develop the skills and vocabulary necessary for reading German accurately. The course introduces advanced grammatical topics and students practice reading in a variety of textual genres. They also learn how to work with dictionaries, encyclopedias, and other reference works. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on written homework, quizzes, tests, final exam, and active class participation

**Prerequisites:** GERM 515 or equivalent preparation (a score of 450 or higher on SAT II German Reading Test)

**Enrollment Preferences:** although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

Spring 2018

SEM Section: 01 MWF 09:00 AM 09:50 AM

**GLOBAL STUDIES (DIV II)**

Chair: Professor JAMES MAHON


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, or economic 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 use 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.

HONORS
A candidate for honors in Global Studies must maintain at least a B+ aver-
age in the concentration and be admitted to candidacy by the program
faculty. After a candidate satisfies candidacy, the program chair, in coordi-
nation with the Study Away Advisor and the Career Center, will advise students on
opportunities in these areas.

STUDY AWAY, RESEARCH AND INTERNSHIPS
Although not a requirement, study away, research or and relevant
interships are an essential component of Global Studies. Where relevant to the
curricular plans 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/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary
  Art of the African Diaspora
- ARTH 259/AFR 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/AFR 212 African Dance and Percussion
- DANC 202/MUS 221/AFR 221 African Dance and Percussion
- ECON 204/ENVI 234 Economics of Developing Countries
- ECON 225T Global Financial Crisis and African Economic Development
- GBST 252 Pilars of Apartheid: Race and Ethnicity in South Africa
- GBST 368 Miracle? 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/GBST 303 A History of Islam in Africa
- HIST 304/AFR 304 South Africa and Apartheid
- HIST 307/AFR 313/ENVI 313 A History of an African City
- HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
- HIST 402 A History of Family in Africa
- HIST 483/AFR 483/GBST 483 Freedom in Africa
- MUS 120/AFR 113 Musics of Africa
- MUS 222/AFR 222 Politics of Performance/Performing Politics in
  Contemporary Africa
- PSCI 243/AFR 243 Modern Middle Eastern Studies
- PSCI 252/AFR 252 Modern Middle Eastern Studies
- RLFR 203/AFR 203 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 264/JAPN 254 Beauty, Danger, and the End of the World in
  Japanese Literature
- COMP 266/JAPN 256 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 241/ASST 212 Transforming the “Middle Kingdom”: China, 2000
  BCE to 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/ASST 321 History of U.S. Japan Relations
- JPN 260/COMP 262 Japanese Theatre and Its Contemporary Context
- JPN 276/COMP 275 Premodern Japanese Literature and Performance

MUS 112/ASST 126 Musics of Asia
- PSCI 247 Political Power in Contemporary China
- PSCI 345 Cosmology and Rulership in Ancient Chinese Political
  Thought
- PSCI 354/ASST 245/HIST 318 Nationalism in East Asia
- REL 250/ASST 250 Scholars, 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/HIST 346 History of Modern Brazil
- HIST 347 Democracy and Dictatorship in Latin America
- MUS 125/DANC 125 Music and Social Dance in Latin America
- MUSC 126 Cuban Popular Music and Culture
- PSCI 266 The United States and Latin America
- PSCI 348 Race in Latin American Politics
- PSCI 349 Cuba and the United States
- PSCI 351 The New Left and Neoliberalism in Latin America
- RLS 203 From Modernismo to El Boom de la Novela
- RLS 204 Icons and Imaginaries: Culture and Politics in Latin America
- RLS 205/COMP 205 The Latin American Novel in Translation
- RLS 308 The Subject of Empire: Race, Gender and Power in the
  Colonial Era

Middle Eastern Studies
- AFR 223/COMP 223 Migrants at the Borders: Comparative Middle
  Eastern and Latin American Cultural Studies
- AFR 228/COMP 228 Modern Arabic Literature in Translation
- AFR 233/COMP 233 Introduction to Classical Arabic Literature
- AFR 251/COMP 251 Popular Culture in the Arab World: Youth,
  Populism, and Politics
- AFR 252/COMP 252/ASST 331 Arab Women Memoirs: Writing Feminist
  History
- AFR 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives
  Beyond Nation and Diaspora
- ARTH 278 The Golden Road to Samargand
- HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
- HIST 207/JWST 217/REL 239/ARAB 207/BST 210/AFR 212/ASST
  212/ASST 211/GBST 211/GBST 211/L The Modern
  Middle East
- HIST 210/ANTH 210/ARAB 210/RE 240 The Challenge of ISIS
- HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000
  BCE to 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/LEAD 241 The Rise and Fall of the Soviet Union
- HIST 243/ASST 236/GBST 101 The Great Game? Central
  Asia and Its Neighbors Yesterday, Today and Tomorrow
- RUS 203/COMP 203 Nineteenth Century Russian Literature in
  Translation
- RUS 204/COMP 204 From Revolution to Perestroika
- RUS 206 Topics in Russian Culture: Feasting and Fasting in Russian
  History
- RUS 213/GBST 213/WSGS 214/COMP 257 From Putin to Pussy Riot:
  Discourses of Post-Soviet Gender
- RUS 220/GBST 220/COMP 285 World War II in Russian Culture
- RUS 305/COMP 305 Dostoevsky and His Age
- RUS 306/COMP 306 Tolstoy and His Age
- RUS 343/JWST 343/GBST 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 253 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 When India was the World: Trade, Travel and History in the Indian Ocean
- HIST 415/ASST 415/COMP 415 Gods and Kings: Historical Narratives
Crosslistings:

GBST 488T/GBST 488T Gandhi: Nationalism, Philosophy and Legacy
REL 245/ASST 247 Tibetan Civilization
REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Class, and Gender
REL 248/ASST 248/ANTH 248/WGSS 249/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/ARTH 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
LATS 346/ARAB 346 Questioning the Cultural Self in Literature
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
GERM 318 "Wer ist wir?" Recent Debates over Multiculture in History
HIST 380 Comparative American Immigration History
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 338/AMST 339/WGSS 339 Latinx/Musical Cultures: Sounding out Gender, Race, and Sexuality
LATS 386/HIST 386/WGSS 386 Latinxs in the Global Economy: Work, Migration, and Health
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 Latinx/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/ENV 234 Economics of Developing Countries
ECON 215/GBST 315 International Trade, Globalization and Its Effects
ECON 219T Global Economic History
ECON 225T Global Financial Crisis and African Economic Development
ECON 235 Urban Centers and Urban Systems
ECON 360 International Monetary Economics
ECON 362 Global Competitive 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 Comparative Problems in Political Economy
PSCI 229 Global Political Economy
PSCI 341 Modern Midad? 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 216 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 386/ECON 517/ENVI 389 Urbanization and Development
ENVI 101 Natural and Social: An Introduction to Environmental Studies
GERM 202/GBST 202 Vienna 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/ENV 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENV 313 Chicago
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 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
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

GBST 101 America and the World
Crosslistings: PSCI 120/LEAD 120/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 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/discussion
Requirements/Evaluation: short papers, class participation, 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: first-years and sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2
At Other Attributes: PSID International Relations Courses
Not Offered Academic Year 2018
LEC Instructor: Galen Jackson

GBST 101 (F) Democracy and the State: A Comparative Study
Crosslistings: GBST 101/PSCI 150

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Class Format: seminar
Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Preferences: first year students
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2

GBST 101 (F) Contemporary Russian Culture and Politics
Crosslistings: RUSS 214/GBST 101/COMP 220/PSCI 294

This course explores select aspects of contemporary Russian society and politics through 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 and film but as they emerge in the lived reality of Russians since 1991. 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. Analysis of the political and social processes will be framed in a comparative approach, drawing on parallels and differences with countries of Eastern Europe. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture
Requirements/Evaluation: short response essays; final exam; class
GBST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)
Classlistings: 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 contours 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: 15

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 2018

SEM Instructor: Aparna Kapadia

GBST 141 Bandits and Warlords
Classlistings: 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 emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, the 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

Prerequisites: none; open only to first-years and sophomores

Enrollment Preferences: first-years

Enrollment Limit: 50

Expected Class Size: 40

Distributional Requirements: Division 2

Other Attributes: LEO Facets or Domains of Leadership Not Offered Academic Year 2018

LEC Instructor: Ngonidzashe Munemo

GBST 202 Vienna 1900-2000 and Beyond
Classlistings: GERM 202/GBST 202

Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully be seen as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post-Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan-Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of audio, video, and cyber-materials, to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 201.

 Conducted in German.

Class Format: discussion/lecture

Requirements/Evaluation: active class participation, several 1-2 - page writing assignments, final written/oral project

Prerequisites: GERIN 201 or the equivalent

Enrollment Preferences: German majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under GBST

Distributional Requirements: Division 1

Other Attributes: GBST Urbanizing World Electives Not Offered Academic Year 2018

LEC Instructor: Baktygul Aliev

GBST 208 Afghanistan Post-Mortem
Classlistings: ANTH 208/ASST 208/PSCI 220/GBST 208

The United States attacked and defeated the Afghan Taliban 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 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; not available for the fifth course option

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 2018

SEM Instructor: David Edwards

GBST 210 The Challenge of ISIS
Classlistings: 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 mujahidin and Taliban, 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

Distributional 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

Not Offered Academic Year 2018

LEC Instructor: Gail Newman

GBST 211(S) Transitions to Democracy
Classlistings: GBST 211/PSCI 213

Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Class Format: seminar

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Vincent Maphai
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 warriors, but they emerged as sensitive and emotional in projects like the Bond films. 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 balacivas 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 explore how 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 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 influenced by Soviet and Russian examples. By 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 2018
SEM Instructor: Julie Cassidy

GBST 214(F) Race and (post)Colonialism in Eurasia (D)
Crosslistings: RUSS 215/COMP 244/GBST 214
This course explores representations of non-Slavic peoples of Eurasia in Russian art and thought from the 19th century to the present. In the process of its historical expansion across Eurasia, the Russian Empire subsumed under its political, military, economic, and linguistic domains a variety of non-Slavic ethnic groups across the Caucasus and Central Asia. Their non-Slavic appearance, languages, and religious and cultural practices—broadly taken as markers of “race”—gave rise to oriental and exotic images in Russian prose fiction and visual art of the 19th century. In the 20th century, however, Soviet generations of indigenous minorities could not only claim the Russian language and cultural heritage as part of their hybrid linguistic and cultural identities, but also assert their rights to the evolving body of the Russian cultural canon, from novels to cinema, while developing their own national traditions. The new (self)representations of Russia’s frontier minorities, former imperial “others” and new Soviet “brothers and sisters,” within the Russian cultural sphere combined and problematized the notions of imperial subjugation and peripheral agency, colonialism and modernization. In the post-Soviet period, destabilization of the political boundaries of the Russian state is paralleled by new images of non-Russian “others” who appear (threateningly) close to the Russian “heartland” as never before. At the same time, the lasting influence of the Russian language and culture continues to impact the cultural developments in the former Soviet republics across Eurasia, raising questions of identity, power, and heritage. This course fulfills the EDI requirement by studying how Russian and other Eurasian cultures have interacted and responded to each in history and how such interaction continues to influence their contemporary cultural development.
Class Format: seminar
Requirements/Evaluation: class participation and essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Russian majors; Comparative Literature majors; Global Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Baktygul Aliev

GBST 215(F) Performance Ethnography: Global Approaches to Dance (D)
Crosslistings: DANC 214/GBST 215/AMST 214/THEA 215
This course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay
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: 10
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Munjulika Rahman

GBST 215(S) Global Approaches to Dance: Asian-American Identities in Motion
Crosslistings: DANC 214/GBST 215/AMST 214/THEA 215
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diaspora are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity formation, and learn about the socio-historical contexts in which performances are used to mediate cultural identity. We will explore how Asian-American performative performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and boundaries through dance and performance. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses, participation, short papers, a midterm, and a final essay
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: 15
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Munjulika Rahman

GBST 216T(S) Urbanism in the Ancient World (D) (W)
Crosslistings: ANTH 216/GBST 216
This course is about 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 Euroasia 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 understand 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 cities? 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: 15
Expected Class Size: 10
Distributional Requirements: Division 2, Exploring Diversity, Writing
GBST 220 World War II in Russian Culture
Crosslistings: RSSU 220/COMP 285/GBST 220

This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern Front of World War II is called in Russia, in its various narratives. The utopian cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple stages. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-entanglement in literature and film of the period of Khruschev’s thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR’s collapse, ordinary Russians and politicians alike continue to this day to see Russia’s victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war — in novels, short stories, feature films, and oral histories, which bring together state violence and individual freedom, and optimism and oppression. From an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and political traditions of addressing the national trauma that have evolved in the official and unofficial discourses of the war. The search for a “usable past” of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people’s experiences of the war beyond the inherited Soviet myths.

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 GBST
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives
Not Offered Academic Year 2018
SEM 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 historical accretion of a usable past of the region in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality and sexual ethics taken shape and changed over time and different g

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: 30
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives, HIST

GBST 241(S) History of Sexuality (D) (W)
Crosslistings: REL 241/WGS 239/HIST 241/GBST 241

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider key questions: 1) Is sexuality a useful category for historical analysis, 2) how do our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, and final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: non
Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

GBST 247(T) Altering States: Post-Soviet Paradigms of Identity and Difference (D) (W)
Crosslistings: SOC 248/GBST 247/RUSS 248

Critics and the authors 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 postcolonial 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 forms of identity and otherness. We will also read studies on East Germany, Bulgaria, Hungary, 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 postcolonial 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 OCC or GBST; meets Division 1 requirement if registration is under RUSS

GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)
Crosslistings: REL 248/ASST 248/ANTH 248/WSGS 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 and political responses to the ways bodies are perceived to shape the 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 generate 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 minidact, 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 the final 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, WSGS Social and Cultural Diversity Courses
Not Offered Academic Year 2018
SEM Instructor: Kim Gutschow

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 Dioou openly acknowledged AIDS and launched a rational 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 to combat AIDS. 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 generate 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 minidact, 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: 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; not available for the fifth course option
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR 150, PHLH 1150)
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 2018
LEC Instructor: Ngonidzashwe Munemo

GBST 303 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 countries and how African governments responded 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; not available for the fifth course option
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR 150, PHLH 1150)
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 2018
LEC Instructor: Ngonidzashwe Munemo

GBST 315 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives, MAST Interdepartmental Electives, POEC International Political Economy Courses
Not Offered Academic Year 2018
LEC Instructor: Will Olney

GBST 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 South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There will also be a “filming” 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 analyze this class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.
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 was often compared. Among them are: 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 as an early 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:** 12

**Distributional Requirements:**

**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

**Crosslistings:** COMP 356/ARAB 356/GBST 356

**Instructor:** Janneke van de Stadt

---

**GBST 340 African Diaspora Religions in the Americas and the Caribbean**

Crosslistings: AFR 340/GBST 340/REL 340

Over the last century, historians, sociologists, and religious studies 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 were the processes of encounter sufficiently adjudicate the synthetic religious cultures of Africa, 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, Diagura, Kumina, New Orleans Voodoo, Spiritual Baptist, Wintí, and Yoruba (Candomblé, Ia, Lucumi, 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, discretionary homework and a final exam, and a final 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:** African Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**SEM Instructor:** Rumer Coleman-Tobias

---

**GBST 341 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 institutional boundaries.

African diasporic religious sensibilities that transgress regional and institutional boundaries.

**Class Format:** seminar

**Requirements/Evaluation:** mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

**Prerequisites:** familiarity with modern aesthetics such as romanticism, modernism and postmodernism

**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 GBST

**Crosslistings:** COMP 369/ARAB 369/GBST 369/HIST 306

**Instructor:** Michele Monserrati

---

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. We will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous narratives from the Fourth World to the Global South (D)

Crosslistings: RUSS 343/COMP 343/JWST 343/GBST 343

Known alternately as "master of the short story" and "Russian Maupassant,"
literary renaissance? How did Palestinian folktales, Tashelhit Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5-10 pages)

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

Enrollment Limit: 19

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 GBST or HIST

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ARAB Arabic Studies Electives, GBST Borders, Exiles + Diaspora Studies Electives

Spring 2018

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Amal Eqeiq

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 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 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, 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, Exploring Diversity

Other Attributes: ARAB Arabic Studies Electives, GBST Group B Electives - Asia, HIST Group P Electives - Premodern, MAST Interepdepartmental Electives

Not Offered Academic Year 2018

SEM Instructor: Apama Kapadia

GBST 397(F) Independent Study: International Studies

International Studies independent study.

Class Format: independent study

Distributional Requirements: Division 2

Fall 2017

IND Section: 01 TBA Instructor: James Mahon

GBST 398(S) Independent Study: International Studies

International Studies independent study.

Class Format: independent study

Distributional Requirements: Division 2

Spring 2018

IND Section: 01 TBA Instructor: James Mahon

GBST 402 A History of Family in Africa (D) (W)

Crosslistings: HIST 402/AFR 332/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

Not Offered Academic Year 2018

SEM Instructor: Kenda Mutongi

GBST 409 Crescent, Cross, and Star. 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 approach to history we will explore the question of how religion and politics intersect. How did Islamic political thought influence the creation of the modern state? How did these religions of politically inspired 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; not available for the fifth course option

Prerequisites: none; preference will be given to History, Jewish Studies and Arab Studies Majors, and 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: GBST Middle Eastern Studies Electives, JWST Elective Courses

Not Offered Academic Year 2018

SEM Instructor: Magnus Bernhardsson

GBST 420 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 meaning 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: Arab 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

Not Offered Academic Year 2018

SEM Instructor: Michelle Apostoos

GBST 483T Freedom in Africa (W)

Crosslistings: HIST 483/AFR 393/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 distributions 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 write & present orally a 5- to 7-page essay on the assigned chapter 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, JSL Theories of Justice/Law

---

**GBST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (D) (W)**

This course studies the work and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance 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 also remains an enigmatic figure in intellectual history. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read 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 his engagement with politics? In what ways is Gandhi received and remembered by the Indian politician? In what ways is Gandhi received and remembered by the Indian politician? In what ways is Gandhi received and remembered by the Indian politician?

---

**GBST 491(F) Senior Honors Project: International Studies**

**International Studies senior honors project.**

**Class Format:** independent study

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

---

**GBST 492(S) Senior Honors Project: International Studies**

**International Studies senior honors project.**

**Class Format:** independent study

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

---

**HISTORY (DIV II)**

**Chair:** Professor THOMAS KOKUT


Bennett Boskey Visiting Professor of History: J. DEMOS. Research Associates: W. GUNDERHEIMER, 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 to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and 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 variety of ways in which historians have approached and interpreted the past. 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 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 greater 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 major as a prerequisite to 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 and the Middle East: 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, 388-396, 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.

Students who will be away during the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see 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:

- 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 required to take their own five courses 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 a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to pursue the History major with honors must be advised to take three additional courses above the maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on “Historiography: Tacitus to Weber” that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study 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 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 abroad 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. The historian has to travel to this country, to align himself or herself with the historian who attempted to do the same. Nevertheless, actual 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 past. With the aid of the databases above we discuss 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 writers say about the author’s perceptions of self 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
HIST 110 Revolutionary Iran (D) (W)
Crosslistings: HIST 109/ARAB 109
Iran is a rising superpower in the Middle East. During the 20th century, however, it regularly experienced revolutions and moments of significant political unrest. This course will consider the political and cultural history of revolutionary Iran starting with the Constitutional Revolution at the outset of the 20th Century and ending with the Iranian Revolution in 1979 that resulted in the Islamic Republic of Iran.
Class Format: seminar
Requirements/Evaluation: short papers and a longer final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Limit: 19
Expected Class Size: 19

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 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 and those with a demonstrated interest in the Middle East
Enrollment Limit: 19
Expected Class Size: 19

HIST 111F 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 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 Abdel Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad bin Saud, Mohammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib 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

HIST 111S The World of the Mongol Empire (W)
Crosslistings: HIST 111/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 to 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: 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 Limit: 19
Expected Class Size: 15-19

HIST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)
Crosslistings: HIST 117/ASST 117/GBST 117
Bombay/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: Division 2, Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives, HIST Group B Electives - Asia, HIST Group P Electives - Premodern
Spring 2018
SEM Section: 01
TR 08:30 AM-09:45 AM
Instructor: Anne Reinhartd

HIST 119 The Japanese Empire (W)
The largest non-Western empire of modern times, Japan extended its reach to Taiwan, Korea, 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; and 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 Limit: 19
Expected Class Size: 15-19

Leadership
Fall 2017
SEM Section: 01
TR 09:55 AM-11:10 AM
Instructor: Magnus Bernhardsson
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 the ideological and geopolitical policies governing 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 presentation once during the term.

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

Enrollment Preferences: 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

Not Offered Academic Year 2018

SEM Instructor: Eiko Siniawer

HIST 121T 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 the ideological and geopolitical policies governing 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 presentation once during the term.

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

Enrollment Preferences: 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

Not Offered Academic Year 2018

SEM Instructor: Eiko Siniawer

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)

Crosslistings: HIST 129/WGSS 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 liberty. 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 kinds 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: GBST Urbanizing World Electives, HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2018

SEM Instructor: Shaanti Singham

HIST 135(F) The Coffeehouse from Arabia to the Enlightenment (D) (W)

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul, and later Western Europe. This institution became a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment. This tutorial examines the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special.

Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization. The course will contribute to the College’s Exploring Diversity Initiative by studying how a modern social and intellectual institution emerged through a process of exchange across cultures.

Class Format: seminar

Requirements/Evaluation: attendance and participation; three short analytical papers, a final research paper

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: 19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group G Electives - Global History, HIST Group P Electives - Premodern

Not Offered Academic Year 2018

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Alexander Bevilacqua

HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years (W)

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class attendance and participation, several short papers, 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: Division 2, Writing Intensive

Other Attributes: GBST Urbanizing World Electives, HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2018

SEM Instructor: Alexandra Garbarini

HIST 137 Victorian Britain and the Anglo-Afghan Wars (W)

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 these various forms of documentary evidence, we will not only reconstruct the history of Britain’s Afghan 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 discussions, two document analyses (750 words 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

Not Offered Academic Year 2018

SEM Instructor: Chris Waters

HIST 143 Soccer and History in Latin America: Making the Beautiful Game (D) (W)

This course examines the rise of soccer (fútbol/futbol) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central
role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationships between soccer and "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin American "soccer fans." As an Exploring Diversity course, this class uses primary sources as well as recent scholarship to explore these issues comparatively between regions and nations. Throughout the semester, we will look at how the world of soccer reflects, produces, and at times apparently resolves cultural difference.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a series of 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: given first to those who have not previously taken the 0.00-level seminar. If oversubscribed, an application process may be determined to determine admission to the course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group D Electives - Latin America + Caribbean, LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2018
SEM Instructor: Roger Kittleson

HIST 152(F) The Fourteenth Amendment and the Meanings of Equality (D) (W)
Crosslistings: HIST 152/WGSS 152
For more than a century, the 14th Amendment of the U.S. Constitution has served as a central touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Throughout, the course will consider the contested interpretations of "due process," "privileges and immunities," "equal protection," and "liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship. This course will be part of the Object Lab, a hybrid gallery-classroom, in which we will work in collaboration with the WCMA staff to select and analyze works of art that speak to and illuminate the themes of equality and freedom that are at the heart of this course. One major assignment will involve creating a course-specific installation that puts works of art in conversation with the court cases that we are studying.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class discussion, three short analytical papers, and a final research 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; juniors or seniors with permission of instructor
Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to second years
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, HIST Group F Electives - U.S. + Canada
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Sara Dubow

HIST 153T Establishment & Exercise: Religion and the Constitution in the United States (W)
"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This 100-level tutorial examines the constitutional history of conflicts over religion in the United States, and asks how the law has weighed religious freedom against other cultural values, legal rights, and social needs. This course will consider the following questions: How has the interpretation of the First Amendment's religious clauses changed over time? What happens when the establishment clause and free exercise clause come into conflict with each other? Is the American state secular? What is the difference between religious beliefs and moral beliefs? How have constitutional arguments about religion intersected with social movements and political culture? Topics will include: the origins and early interpretations of the clauses; the changing scope of constitutional protections for the beliefs and practices of religious minorities; controversies over religion in schools, workplaces, and public spaces; debates about tax exemptions for religious organizations; the rights of conscientious objectors; and the emerging conflicts between claims for religious liberty and anti-discrimination laws. This course examines the ways these conflicts illuminate tensions between the competing values of equality and liberty, and interrogates the ways that the very act of legal decision-making defines the boundaries of what counts as religion.

Class Format: tutorial
Requirements/Evaluation: weekly essays
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: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada, JLST Intensive Seminar Elect, Writing Intensive
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Charles Dew

HIST 154(S) History of American Feminisms (D) (W)
Crosslistings: HIST 154/WGSS 154
This class takes a historical approach to the development of feminist movements and ideas in the United States. Moving from expressions of women's rights in the 19th century up to the present, the class will examine how diverse groups of women organized for and understood the goal of women's equality. It focuses especially on the breadth of women's mobilization and the ways that race, class and sexuality intersected with political movements over time. Historical case studies and documents—including written analyses, films and popular media—will highlight major areas of agreement and disagreement between activists from a broad range of political perspectives, including conservative feminism, labor feminism, womanism, Third World feminism, transnational feminism, and queer/lesbian feminism.

Class Format: seminar
Requirements/Evaluation: three short essays (3-5 pages); one research paper (10-12 pages); class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students
Enrollment Limit: 10
Expected Class Size: 19
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Annie Valk

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 and 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 Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Annie Valk

HIST 165 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 an intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting 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, Sputnik 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 learn about history, but they will learn to think like historians.

Class Format: seminar
HIST 167 Let Freedom Ring? African Americans and Emancipation (W)
Crosslistings: HIST 167/AFR 167/AMST 197
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 rights and privileges that came with 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 essay or 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.

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 Group F Electives - U.S. + Canada, JLST Interdepartmental Electives
Not Offered Academic Year 2018
SEM Instructor: Gretchen Long

HIST 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 to 5-7 pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-3 pg critique of classmate’s paper
Extra Info: the course includes a final paper that examines one of the issues raised in class in greater depth 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: 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: AMST Group F Electives - U.S. + Canada, JLST Interdepartmental Electives
Not Offered Academic Year 2018
TUT Instructor: Sara Dubow

HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D)
Crosslistings: AFR 193/HIST 193
Obama’s recent successful bid for the Presidency has reminded Americans of the strength 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 imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbean and 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 black 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 10-12 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

Requirements/Evaluation: evaluation will be based on class participation, several short essays, in-class presentations, and a final 10-12 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: first-years and sophomores; juniors or seniors with permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018
SEM Instructor: Jessica Chapman
HIST 203 Modern African History (D) Crosslistings: HIST 203/AFRP 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 nation-building, 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 epidemic. The last section surveys the history of Africa in the Southern Hemisphere after 1945. 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 people of African descent in the New World (and the Old), as well as the modern day 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 African Studies

Enrollment Limit: 40

Expected Class Size: 15-25

HIST 207 The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101L
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

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: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Elective Courses, LEAD Facets or Domains of Leadership

Not Offered Academic Year 2018

LEC Instructor: Kenda Mutongi

HIST 210 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 elements, including the Muslim Brotherhood, the Afghan mujahidin 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 their operations, the 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 effects of the Bekaa Valley conflict, 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; open to all

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

Not Offered Academic Year 2018

LEC Instructor: David Edwards

HIST 212 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 expansion of Buddhism, the conquest of China 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 discusses 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 East Asian Studies Electives, GBST Middle Eastern Studies Electives, HIST Group B Electives - Asia, HIST Group P Electives - Premodern

Not Offered Academic Year 2018

LEC Instructor: 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, extreme inequality between 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 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

LEC Instructor: Iona Diercke
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST East Asian Studies Electives, HIST Group B
Electives - Asia
Spring 2018
LEC Section: 01
TR 11:20 AM 12:35 PM
Instructor: Anne Reinhardt

HIST 217(S) Early Modern Japan
Crosslistings: HIST 217/ASST 217
Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by new social order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.
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
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements: Division 2, Other Attributes: East Asian Studies Electives, HIST Group B
Electives - Asia, HIST Group P Electives - Premodern
Spring 2018
LEC Section: 01 Cancelled
Instructor: Eiko Siniawer

HIST 218 Modern Japan
Crosslistings: HIST 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating earthquakes and massive 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: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Extra Info: may be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 2, Other Attributes: East Asian Studies Electives, HIST Group B
Electives - Asia
Not Offered Academic Year 2018
LEC Instructor: Eiko Siniawer

HIST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 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 artistic 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 culture, 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 kinds of texts and images. 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, one short 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
Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group B Electives - Asia, HIST Group P Electives - Premodern
Not Offered Academic Year 2018
LEC Instructor: Christopher Bolton

HIST 220(S) History and Society in India and South Asia: c. 2000 to 1700s CE
Crosslistings: HIST 220/ASST 220
This course is an introduction to the history of India and South Asia from precolonial to early modern times. It will focus on the role of history and culture 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 midterm 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
Spring 2018
LEC Section: 01
MW 11:00 AM 12:15 PM
Instructor: Aparna Kapadia

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 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 web 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 shaping of the region and how 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 Group P Electives - Premodern
Spring 2018
LEC Instructor: Aparna Kapadia

HIST 222(S) 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 civilization in its institutions, values, and thought; or it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet one 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 culminate with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the
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 with 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 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

Not Offered Academic Year 2018

LEC Instructor: Eric Knibbs

HIST 227(F) A Century of Revolutions: An Activists’ Survey of 19th Century Europe (And Why It Matters Today)
This course offers a survey of the revolutions and revolutionaryaries of 19th century Europe from the French Revolution to the Russian Revolution. The 19th century is intimately linked to us world citizens of today, both in the perils it bequeathed us - most importantly, widespread environmental destruction - and in the promise it offers us - of radical movements which sought to reconfigure the world into a more equitable, just and genuinely democratic place. Communists, anarchists, feminists, abolitionists, anti-imperialists, pacifists, and environmentalists - we will study all these and compare them with activists today in order to critically assess their continuing relevance.

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

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

Prerequisites: none

Enrollment Preferences: none

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group P Electives - Premodern

Fall 2017

LEC Section: 01  TR 11:20 AM 12:35 PM
Instructor: Alexander Bervilacqua

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-siècle 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 1899 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 these 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 2018
LEC Section: 01 MW 11:00 AM-12:15 PM Instructor: Jeremy King

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 special attention to important case studies such as British India, Belgian Congo, the Sino-Japanese War, and the British 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 EDF 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; not available for the fifth course option
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 2018
LEC Instructor: Shantli Singham

HIST 230 Modern European Jewish History, 1789-1948
Crosslistings: HIST 230/JWST 230
What does it mean to be a Jew? The vexing 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 during the age of revolutionary revolutions and 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 in Poland, and 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 2018
LEC Instructor: Alexandra Garbarini

HIST 231(S) Medieval England
Crosslistings: HIST 231REL 217
Across the entire world of the Middle Ages, no region has captured the modern imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Becket 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 I (AD 1189-1199). 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'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: evaluation will be based upon a series of 500-word papers and weekly quizzes
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
Spring 2018
LEC Section: 01 MWF 12:00 PM-12:50 PM Instructor: Eric Knibbs

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 Weimar Republic; the rise 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
Not Offered Academic Year 2018
LEC Instructor: Thomas Kohut

HIST 242(F) 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 conquest of indigenous societies, from small and decentralized groupings to huge imperial polities, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects 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 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, including novels, letters, and films, will serve as the basis for our discussions throughout the semester.
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
Fall 2017
LEC Section: 01 TR 08:30 AM-09:45 AM Instructor: Roger Kittleson

HIST 243 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 crises 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 order and disorder. 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 nationstates, their experience of industrialization and urbanization. The latter two sections will examine the trend toward state-led national development 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 governments; 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 compelling 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

**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

**Not Offered Academic Year 2018**

LEC Instructor: Roger Kittleson

**HIST 245 History of Modern Brazil (D)**

Crosslistings: HIST 245/AFR 346

Brazilians have "the country of the future" farther 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 its country, it has also brought ambiguity—for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. Being an eternal "country of the future" must be as much a troubleshooting 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 we term "Brazilian independence," we will explore 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, citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfillment the Exploring Diversity initiative requirement by examining a range of written texts and obtaining insights 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 2018**

LEC Instructor: Roger Kittleson

**HIST 249(S) The Caribbean: From Slavery to Independence (D)**

Crosslistings: AFR 249

From the Haitian Revolution to the Manley 'Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. This course will examine the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environment changes they face amid rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

**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:** 48

**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, LATS Countries of Origin + Transnationalism Elect, MAST Interdepartmental Electives

**Spring 2018**

**SEM Section:** 01 **TR 08:30 AM 09:45 AM** Instructor: Shanti Singh

**HIST 252 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 exploration and colonization of the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the role of the American Revolution (or at what time considered America's first civil war). The course will then examine the coming, course, 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, midterm, 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

**Not Offered Academic Year 2018**

LEC Instructor: Charles Dew

**HIST 253(S) Modern U.S. History**

This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1860s 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 nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting tides of liberalism and conservatism. The course also turns 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:** 20

**Expected Class Size:** 20-25

**Distributional Requirements:** Division 2

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

**Spring 2018**

LEC Section: 01 **MWF 11:00 AM 12:15 PM** Instructor: Carmen Whalen

LEC Section: 02 **TF 01:10 PM 02:25 PM** Instructor: Carmen Whalen

**HIST 254(F) Colonial American History to 1760**

The course will explore the experience of Indian, English, African, and European peoples in the process of creating the colonialization of the North American mainland, during the 16th, 17th, and early 18th centuries. Topics will include the lifeways of native groups and their response to the arrival of newcomers from overseas; the migration of white settlers and their founding of new communities; the demographic, social, political, and economic systems that organized their lives; the beginnings and subsequent development of African slavery; gender relations and the life cycle (among the colonizers and their descendants); and, towards the end, the development of a distinctly American cultural style.

**Class Format:** lecture; field trip to Historic Deerfield, use of objects from instructor's personal collection for illustration purposes

**Requirements/Evaluation:** midterm exam, term paper, final exam

**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:** 40

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

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

**Fall 2017**

LEC Section: 01 **TR 11:20 AM 12:35 PM** Instructor: John Demos

**HIST 255(F) Introduction to Native American and Indigenous Studies (D)**

Crosslistings: AMST 245/ANTH 245/HIST 255/WGSS 247

What does it mean to acknowledge the literal land we stand upon—in Williamstown and beyond—as the occupied territory of indigenous peoples? This course strives to answer that question by offering an introduction to the histories, politics, knowledge, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimagined ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a...
range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination. Pursuing critical perspectives on power and the roles that individuals and groups play in the construction and deconstruction of settler colonialism, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

**Class Format:** seminar

**Requirements/Evaluation:** one 2- to 3-page response paper, one 5- to 6-page analytical essay, one 8- to 10-page research paper, weekly Glow posts, and regular class participation

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

**Prerequisites:** none

**Enrollment Preferences:** AMST majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2, Exploring Diversity

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora, LATS Comparative Race + Ethnic Studies Electives

**Fall 2017**

**SEM Section:** 01 TR 11:20 AM 12:35 PM **Instructor:** Tyler Rogers

**HIST 256 Social Justice Traditions: 1960s to #BLM**

**Crosslistings:** AMST 256/AFR 257/HIST 256

**Instructor:** Andrew Cornell

**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:** 35

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora, Not Offered Academic Year 2018

**SEM Instructor:** Andrew Cornell

**HIST 259(S) New England Environmental History**

**Crosslistings:** ENVI 259/HIST 259

**Instructor:** Tyler Rogers

**Requirements/Evaluation:** several short essays, final project

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

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Preferences:** Environmental Studies concentrators

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

**Other Attributes:** ENVI Humanities, Arts + Social Science Electives

**Spring 2018**

**SEM Section:** 01 TR 11:20 AM 12:35 PM **Instructor:** Laura Martin

**HIST 261 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, an in-class midterm and final exam, and a series of short assignments

**Prerequisites:** none; PSCI 202 is recommended but not required

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Enrollment Limit:** 19

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** LEAD American Foreign Policy Leadership, PSCI International Relations Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Robert McMahon

**HIST 262 The United States and the World, 1776 to 1914**

**Crosslistings:** HIST 262/AFR 261/LAT 261

This course explores America’s engagement with the world from 1776 to 1914. 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 world’s 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 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, two 5- to 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:** HIST Group F Electives - U.S. + Canada, LEAD American Foreign Policy Leadership

**Not Offered Academic Year 2018**

**LEC Instructor:** Jessica Chapman

**HIST 263 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 world’s 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 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, seminars, seminar exams 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 2018**

**LEC Instructor:** Robert McMahon

**HIST 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 and migration of Africans to North American 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 2018**

LEC Instructor: Gretchen Long

HIST 281(F) African American History (D)

This course surveys African-American history from 1619 to the present, focusing on the development of racial capitalism, how black people constructed institutional and communal life, and their engagement in politics. We will reconsider many of the foundational stories of U.S. history from the perspective of people of African descent. Major topics include the creation of an "Atlantic world," the diversity of slave experiences; black people’s roles in fighting for abolition, in the Civil War, and for equality during Reconstruction; the rise and fall of Jim Crow, including historical memory and migration; and finally the civil rights movement and its aftermath. Lectures and readings, which will include historical monographs and primary sources of various types, will allow us to both contest and make meaning of their experiences in America, as well as some of the ways in which historians have grappled with those experiences. The class will be a mix of lecture and discussion.

**Class Format:** lecture

**Requirements/Evaluation:** coursework to be evaluated includes instruction writing and class discussion, two formal papers, and a take-home final exam

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distributional Requirements:** Division 2, Exploring Diversity

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

**Fall 2017**

LEC Section: 01 TBA Instructor: Pihos Peter

HIST 282(S) History of the Civil Rights Movement (D)

This course examines the American civil rights movement, arguably the most important social movement of the twentieth century, and its far reaching effects. We will set the movement’s classic phase from 1954 to the present, within a broader history organizing for freedom from the 1930s through the demise of Black Power in the 1970s. We will trace a wide variety of activists in southern struggle, examining familiar figures like Rosa Parks and Martin Luther King, Jr., from new perspectives, together with the often unsung heroes of local movements. We will highlight struggles in the North and West, whose timing, issues, and politics often differed, including the presence of a diverse cast of racial minorities including Latinos and Asians. Throughout our study, we will interrogate the perspectives of both the participants and the historians who have written about their stories about the time, space, issues, and strategy that define our understanding of the struggle for freedom. Class will consist of lecture and discussion.

**Class Format:** lecture

**Requirements/Evaluation:** coursework to be evaluated includes informal writing and class participation, two papers, and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:** Division 2, Exploring Diversity

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

**Spring 2018**

LEC Section: 01 TBA Instructor: Pihos Peter

HIST 284 Introduction to Asian American History (D)

This course serves as an 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 ethn/o-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 the lives of 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/human 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 2018**

LEC Instructor: 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 come to have sizeable 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 the home country to come to the United States in search of work and better 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, LATS Core Electives

**Not Offered Academic Year 2018**

LEC Instructor: Carmen Whalen

HIST 292(S) History of Sexuality (D) (W)

**Crosslistings:** REL 241/WGSS 239/HIST 292/GBST 241

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why do we interpret people’s behavior the way we do? Why have individuals and groups engaged in sexual practices that are considered deviant or scandalous? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Class Format:** seminar

**Requirements/Evaluation:** reading responses, two essays, and final research paper

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

**Prerequisites:** none

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2, Exploring Diversity, Writing Intensive

**Spring 2018**

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Saadia Yacob

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 modern 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 2018**

**SEM Instructor:** 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 American frontier. We will focus intensively on one book, examining the theoretical and historical assumptions that have shaped American policy toward other parts of the world, as later historians would argue? Has the West been an “exceptional” place or just a continuation of earlier European patterns? How did the American West change the nature of the world’s political economy? Can the American frontier be seen as a model for other parts of the world? How do we judge the “truth” of the past, focusing on the state of the field in the wake of the 1960s counterrevolution? We will begin by discussing the work of three great historians on the American West—Frederick Jackson Turner argued in 1893 that it exists as a “natural” phenomenon that is separate from the rest of the world, reading the work of twelve, quite different historians on the American settlement of the West, using it as a lens to see the nature of historical truth, knowledge, and the value of history to the societies in which they were written. 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 how historians come to know, think about, and understand the past. Topics include: the nature of historical truth, objectivity and bias, different types of sources, scale in history, and uses of theory. The second section of the course will explore the purposes and uses of history. We will consider questions raised by public history, history education, historical film, and the construction of memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings on a broad range of topics that concretely illustrate the methodological issues at stake.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final book review essay

**Extra Info:** not available for the fifth course option

**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 2018**

**SEM Instructor:** Karen Merrill

**HIST 301 Approaching the Past: History, Theory, Practice**

This course will explore how the discipline of “history” has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical “truth” existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those recent theorists who have tried to refute historians’ claims to be able to capture the “truth” of the past. Finally, we will focus primarily on those abstract, philosophical arguments that have informed the various practices of history from the 1830s to the present.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a 250-word position statement (“What is History?”), two 9- to 11-page interpretive essays, and a take-home final exam

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

**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 2018**

**SEM Instructor:** Eiko Siniawer

**HIST 301 Approaching the Past: Varieties of Historical Thinking**

This course is designed to acquaint students with some of the major theories 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 how and why—or even if—we know it. We will meet weekly to define, understand, and discuss 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 our class discussion

**Extra Info:** in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College

**Prerequisites:** not to be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Preferences:** senior, then junior, History majors

**Enrollment Limit:** 19

**Expected Class Size:** 15-19

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**SEM Instructor:** Thomas Kohut

**HIST 301(F) Approaching the Past: Chronicles of the First Crusade**

Historians collect and study stories, or narratives, about the past; and they are often expected to build their own narratives about the past. How do historians reconstruct the past, and how and why do they approach sources, theories, and paradigmatic narratives? In this seminar, we will learn the basics of source criticism and probe the limits of historical knowledge. Our familiarity with the primary sources will also prepare us to dissect and critique several modern studies of the First Crusade.

**Class Format:** seminar

**Requirements/Evaluation:** twelve 500-word critical essays
HIST 301(F) Approaching the Past: Modern National, Transnational, and Postcolonial Histories

This course explores 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 imperial systems 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. Weekly seminar meetings will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Class Format: Seminar
Requirements/Evaluation: Evaluation will be based on class participation, responses, short essays, and a final paper.
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 Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Fall 2017
SEM Section: B1
Time: W 01:10 PM - 03:50 PM
Instructor: Eric Knibbs

HIST 301(S) Approaching the Past: Writing History

The course explores various modes in the writing of history: analytic, narrative, microhistorical, "public," and so on. Inevitably (and usefully) it raises broad epistemological questions—the purposes of history, its moral dimension, the relationship of the historian to his/her subject—but the baseline throughout is the creation of prose suited to the task of engaging the past. The readings embrace a variety of exemplary works (models). These do not connect by way of content; their common element is the relationship of the historian to his/her subject.

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
Spring 2017
SEM Section: F1
Time: W 01:10 PM - 03:50 PM
Instructor: Scott Wong

HIST 302 Islamic Law: Past and Present

Crosslistings: REL 243/ARAB 243/HIST 302/WWGS 243

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 everywhere 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 the consensus of the community. It is related to, but distinct from, Western law. It serves as a regulatory framework for Islamic society and is subject to change. The course involves the study of basic concepts in Islamic law, its historical development, and its current application. Special topics may include dawah, fiqh, the role of women, and the role of the Imams. The course is based on classroom discussion and the reading of key texts in English translation. Students should be prepared to read in English.

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
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.
Not Offered Academic Year 2018
SEM Instructor: Saadia Yacooob

HIST 303 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 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
Not Offered Academic Year 2018
SEM Instructor: Kenda Mutongi

HIST 304 South Africa and Apartheid (D)

Crosslistings: HIST 304/AFR 304

This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. 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 class participation and 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
HIST 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 stateness. 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 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 unfulfilled national 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 claims to 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 "Magma" (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: HIST Group E Electives - Middle East
Not Offered Academic Year 2018
LEC Instructor: Magnus Bernhardsson

HIST 306(S) Indigenous Narratives: From the Fourth World to the Global South (D) (W)
Crosslistings: COMP 369/ARAB 369/GBST 369/HIST 306
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At some point in the course, we will consider the following questions: How do these indigenous writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Forma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Ber Ber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism and a "Magnan” (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: HIST Group E Electives - Middle East
Not Offered Academic Year 2018
LEC Instructor: Amal Eqeiq

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—3-3 the 1960s—and 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 lives and experiences 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 the city, 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
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives, GBST Urbanizing World Electives, HIST Group A Electives - Africa
Not Offered Academic Year 2018
LEC Instructor: Kenda Mutongi

HIST 308 Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 308
This course explores the complexities of masculinity and femininity 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 2018
LEC Instructor: Kenda Mutongi

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 present. We will focus on the contemporary Arab uprisings, passing through all the transformations that globalization and thetechnosphere have instigated. We will examine the role that first-person narratives 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, and 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 Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America—A Woman’s Journey), Fadja Faqui and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumana Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical literature 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 essays and 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; COMP; meets Division 2 requirement if registration is under HIST or WGSS
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives, GBST Middle Eastern Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Amal Eqeiq

HIST 310 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
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 antagomism and mistrust on both sides.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, short papers and a final research paper
Enrollment Preferences: History and Arabic Studies majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: meets Division 2 requirement if registration is under ARAB
Other Attributes: 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 2018
LEC Instructor: Magnus Bernhardsson

HIST 313 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 1948 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 (1949-66), 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
Enrollment Preferences: junior and senior History and Asian Studies majors
Enrollment Limit: 25
Expected Class Size: 12-20
Distributional Requirements: HIST Group B Electives - Asia
Not Offered Academic Year 2018
SEM Instructor: Anne Reinhardt

HIST 318T 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 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 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: tutorial
Requirements/Evaluation: five 5-page papers and five 2 page critiques
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
Not Offered Academic Year 2018
TUT Instructor: George Crane

HIST 319(F) 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 familial antagonism and mistrust of the "heterodox" 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
Fall 2017
LEC Section: 01 MWF 07:00 PM 09:40 PM Instructor: Anne Reinhardt

HIST 321(F) History of U.-S.-Japan Relations (D)
Crosslistings: HIST 321/ASST 321

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 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 responded to the others. Our 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
Fall 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Eiko Sinaiwer

HIST 323 Leadership, Government, and the Governed in Ancient Greece (W)
Crosslistings: CLAS 323/LEAD 323/HIST 323

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in the 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 prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of nonnormative 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, Cimon, 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 governance written 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 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
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group P Electives - Premodern, JIST Lead Facets or Domains of Leadership
Not Offered Academic Year 2018
LEC Instructor: Kerry Christensen

HIST 324 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 themes in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, we 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/see "Extra Info" for additional requirements
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, JIST Elective Courses
Not Offered Academic Year 2018
LEC Instructor: Denise Buell

HIST 327 Law in the Middle Ages
Medieval laws form the foundation for much of our modern legal system. They also constitute a source of pride or concern depending on the mindset of modern 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 uni
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 Preferences: History majors
Enrollment Limit: 20
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group P Electives - Premodern, JIST Interdepartmental Electives, JLIST Enactment/Applications in Institutions
Not Offered Academic Year 2018
LEC Instructor: Eric Knibbs

HIST 328(S) 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 inquisitors, theologians and many ordinary people came to believe that 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 and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval reactions to anonymous authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: seminar
Requirements/Evaluation: examination will be based on class discussion, the posting of four 500 word response papers, two 6-8 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 & 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
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 a "new" liberalism in 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, Thatcher came to half the nation's apparent terminal decline by 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 the attempt 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 Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia
Not Offered Academic Year 2018

SEM Instructor: 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 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 harbingers 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
Extra Info: not available for the fifth course option
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

Fall 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Thomas Kohut

HIST 336(S) National-Socialist Germany

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconceptualize the history of the Third Reich and to articulate and assess 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 experience of the Volksdeutsche; the popularity of National Socialism; youth and women in the 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"; German knowledge of 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 use primary source evidence to determine how ordinary Germans experienced and participated in the history through which they lived. They will take an empathic 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: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2018

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Shahnal Singhnamoorthy

HIST 337(S) The History of the Holocaust

Crosslistings: HIST 337/BST 337/NOT 296

In the mid-twentieth 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 and interpret the motivations of the perpetrators and the suffering of the victims. In this course, we will study the 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

Not Offered Academic Year 2018

LEC Instructor: Alexandra Garbarini

HIST 339(S) Marx and His Times (and Marx's Relevance Today)

Growing economic inequality—at home and in the world—is fueling 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, and 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, and a substantial class presentation
Extra Info: may be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Fall 2017

LEC Section: 01 TR 12:05 PM 01:20 PM Instructor: Mun,arr Justin

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. In the 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 and interpret the motivations of the perpetrators and the suffering of the victims. In this course, we will study the 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: 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: none
Enrollment Preferences: History majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2018

SEM Instructor: Thomas Kohut

Not Offered Academic Year 2018
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders. Among them we may single out Franklin, Adams, Jefferson, and Hamilton, and in the character of Washington, Hamilton, Madison, and Adams. In this seminar, we shall study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a successful 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 and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

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. Among them we may single out Franklin, Adams, Jefferson, and Hamilton, and in the character of Washington, Hamilton, Madison, and Adams. In this seminar, we shall study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a successful 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 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: 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 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 - Premodem, LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership
Fall 2017
SEM Section: 01
W 01:10 PM 03:50 PM
Instructor: Susan Dunn

HIST 358 The Rockefeller 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 a 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 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, 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 Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

HIST 363 Cold War Technocultures
Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
While the Soviet Union’s collapse marked 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 interrelation 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 understanding and controlling the world: the 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 environment movement. Projekt Cybersyn, an infrastructural causality of the US/CIA-backed Chilian coup of 1973: The American counterculture and the countercultural roots of neoliberalism(s).

Class Format: seminar
Requirements/Evaluation: weekly discussion precipis, 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 2018
SEM Instructor: Grant Shoffstall

HIST 364(F) History of the Old South
Crosslistings: HIST 364/AFR 364/AMST 364
During the course of the semester, we will 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
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Space and Place Electives, HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodem
Fall 2017
LEC Section: 01
TF 02:35 PM 03:50 PM
Instructor: Charles Dew

HIST 365(S) History of the New South
Crosslistings: HIST 365/AFR 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 “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
Spring 2018
LEC Section: 01
MR 02:35 PM 03:50 PM
Instructor: Charles Dew
HIST 366(S) What They Saw in America
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 enrolled in one section of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-5:30 pm.
Class Format: seminar; * Please note atypical class hour Monday, 4:45-5:30 pm.
Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages
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; final selection for the course will be made on the basis of an interview with the instructor
Expected Class Size: 9
Dept. Notes: * Please note atypical class hour Monday, 4:45-5:30 pm.
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section: 01 M 04:45 PM 08:30 PM Instructor: James Nolan
HIST 367(S) American Political Manifestos
Is there an American style or tradition of writing political manifestos? Given the United States’s origins in revolution, the answer would seem on the surface to be a definitive “yes.” But is it possible to trace coherent historical patterns among these public political declarations — of the sort we would term “manifestos” — and how might we even choose to define that term? What have been the most pronounced influences over time on manifesto writers? We will explore these questions in two ways: first, through close readings of manifestos; and second, through students’ original research projects into manifestos of their own choosing.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class discussion; two short papers; one research project; one final take-home
Enrollment Limit: 20
Expected Class Size: 10-12
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Karen Merrill
HIST 368(F) Black Metropolis: Race and the Twentieth-Century City (D)
This course will investigate the major themes of African-American urban history in the twentieth century. We will address why, how, and when black people migrated to cities, and the structural mechanisms that channeled them into segregated neighborhoods and jobs, even as these changed over time.
We will also focus on their experiences along what St. Clair Drake and Horace Cayton identified as the “axes of life”: staying alive, having fun, serving God, getting ahead, and advancing the race. How did black people express themselves and build communities for survival, pleasure and profit?
During the second half of the course, we will examine struggles for civil rights and Black liberation as well as the centrifugal decomposition of many cities into sprawling metropolises. Throughout the course, contemporary historical writing will be read against the sociological works that pioneered the study of black urban life to see how historians have engaged and transformed their predecessors’ questions and methods.
Class Format: seminar
Requirements/Evaluation: coursework to be evaluated includes informal writing and class participation, two papers, and an oral presentation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Junior and Senior History Majors and Africana Studies Concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
Fall 2017
SEM Section: 01 TBAnstructor: Peter Pihs
HIST 369(S) The Carceral State (D)
This seminar will examine the rise and character of the “carceral state,” a term scholars use to denote “the vast apparatus of punishment and control that exists in the contemporary United States.” We will begin with systems of policing, processing, and punishment that came under criticism in the 1960s from civil rights advocates, simultaneous with the rise of “law and order” politics. The middle of the course will trace out how in the aftermath of civil rights reform, conservatives and liberals together paved the way for the expansion of punitive power in contemporary capital, as federalized crime. We will pay particular attention the uneven development of mass incarceration across states and localities, and the different patterns of racial disparity that this produced. Finally, we will look at the effects of the carceral state on American society and politics, and the movements to dismantle it.
Class Format: seminar
Requirements/Evaluation: coursework to be evaluated includes discussion and informal writing, two papers, and an oral presentation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Junior and Senior History Majors and Africana Studies Concentrators
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
Spring 2018
SEM Section 01 TBAnstructor: Pihs Peter
HIST 370 African American Urban History
Crosslistings: HIST 370/AFR 366
In the mid-twentieth century, “inner 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 sites as Harlem, Philadelphia, the 1940’s Chicago, and Los Angeles. The students will meet with local residents to hear local narratives of life in these cities. This course will pay attention to the history of 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
Other Attributes: AMST Space and Place Electives, HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018
HIST 371(F) 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 can be 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 course 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 methods 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. Students to be responsible for interviewing, 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
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Annie Valk
HIST 372 The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call “the West.” With porous boundaries; changing empires and national borders; 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 poses central questions to how we view American history. What if, from the vantage point of the 1780s, 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 it as “out to work” at ages that our society now defines as too young even to be left alone in the home? Common experiences of modern middle-class American—summer camp, secondary school, and organized youth sports—are not reflection additions to a post-industrial life. Through reading works of history and autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups that our society now defines as too young even to be left alone in the home.

**HIST 374 American Medical History**

This course will cover major themes in American medical history and historical trajectory from the pre-colonial period through 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 itself. 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 include cholera, TB, and childbirth in American society, as well as other medical phenomena.

**Crosslistings:** HIST 375/AFR 375

**Crosslistings/Evaluation:** evaluation will be based on class participation, two short papers, research quiz, and a final research paper.

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

**Enrollment Limit:** 25

**Expected Class Size:** 15-25

**Distributional Requirements:** Division 2

**Other Attributes:** HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodern, PHLH Bioethics + Interpretations of Health, SCST Elective Courses

**ENROLLMENT LIMITS:**

**Not Offered Academic Year 2018**

**LEC Instructor:** Gretchen Long

**HIST 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 slaves themselves. The concept of “childhood” as a separate stage of life has also been transmitted diseases.

**Crosslistings:** HIST 375/AFR 375

**Crosslistings/Evaluation:** evaluation will be based on class participation, two short papers, research quiz, and a final research paper.

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

**Enrollment Limit:** 25

**Expected Class Size:** 15-25

**Distributional Requirements:** Division 2

**Other Attributes:** HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodern, PHLH Bioethics + Interpretations of Health, SCST Elective Courses

**ENROLLMENT LIMITS:**

**Not Offered Academic Year 2018**

**LEC Instructor:** Gretchen Long

**HIST 376 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 examine 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, contest 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, 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:**

**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

**ENROLLMENT LIMITS:**

**Not Offered Academic Year 2018**

**LEC Instructor:** Sara Dubow

**HIST 377 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 contexts 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 sexuality 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

**ENROLLMENT LIMITS:**

**Not Offered Academic Year 2018**

**LEC Instructor:** Sara Dubow

**HIST 378 Black Women in the United States (D)**

Crosslistings: HIST 380(S)

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 and their roles in the earliest importation of slaves from Africa and the Caribbean to U.S. history. We will consider 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, 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:**

**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

**ENROLLMENT LIMITS:**

**Not Offered Academic Year 2018**

**HIST 380(S) 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 condition 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, GBST Borders, Exiles + Diaspora Studies Electives, HIST Group F Electives - U.S. + Canada, JLST Enactments & Applications in Institutions, LATS Comparative Race + Ethnic Studies Electives

**Spring 2018**

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Scott Wong

**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 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, on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity 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 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, 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 2018**

**HIST 384(F) 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" 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 and 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, ASAM Core Courses, HIST Group F Electives - U.S. + Canada

**Fall 2017**

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Scott Wong

**HIST 386(F) Latinas in the Global Economy: Work, Migration, and Households (F)**

**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 globalization economy and balanced demands to meet their household's needs? This EDI course examines 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

**Fall 2017**

SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Carmen Whalen

**HIST 387(S) Living with the Bomb: American Culture in the Nuclear Age Crosslistings:** SOC 386/HIST 387

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 examines various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to push 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 civil defense and bomb shelter culture 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:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

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

**Prerequisites:** none

**Enrollment Limit:** 35

**Expected Class Size:** 35

**Distributional Requirements:** Division 2

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

**Spring 2018**

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: 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, we 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 of 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 Preferences:** History majors; juniors and seniors

**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 2018**

SEM Instructor: 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 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 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, History and Asian Studies Electives
Not Offered Academic Year 2018
SEM Instructor: Jessica Chapman

HIST 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 race, 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 former 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
tackle live on today, this class will make a conscious attempt to show the
remaining 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, Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group
D Electives - Latin America + Caribbean
Not Offered Academic Year 2018
SEM Instructor: Shanti Singham

HIST 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 from 14th century Morocco, and Captain James Cook, a
18th 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, ever since the first millennium, 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, friendship; religion and society; 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: different per section
Expected Class Size: 15-20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives, HIST
Group B Electives - Asia, HIST Group P Electives - Premodern, MAST
Interdepartmental Electives
Not Offered Academic Year 2018
SEM Instructor: Aparna Kapadia

HIST 392 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 scorned, censored and uncensored, 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 they be bronze inscriptions on clay tablets or 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,
memoir—produced in ancient China 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
timeline.
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 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 2
Other Attributes: HIST Group P Electives - Premodern
Not Offered Academic Year 2018
SEM Instructor: Edan Dekel

HIST 393 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
Not Offered Academic Year 2018
SEM Instructor: Susan Dunn

HIST 394(S) The History of Panics
What is a panic? This course takes up questions of what has defined,
caused, and shaped panics of various kinds-political, societal, moral, medical,
and financial. We will consider what has fueled panics, what has prevented
them, what their effects have been, how they have ended, who has panicked,
who has been the victim of panics, and what has distinguished premodern
from modern incarnations of the phenomenon. Central themes will include the
relationship between panics and emotions (anxiety, fear, insecurity,
irrationality, hysteria), communication (rumor, gossip, mass media),
technology (electricity, vaccines, the computer), and violence (persecution,
revolution, psychological torment). With a multidisciplinary approach informed
by sociology, economics, psychology, and history, our examination will span
different times and different sorts, infectious diseases, financial crises, cultural scares, and more.
Class Format: seminar
Requirements/Evaluation: class participation, response papers, one short
5-page paper, and exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors, potential History majors
Enrollment Limit: 25
Expected Class Size: 15
316
HIST 395(F) 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 (de)construction, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.
Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, one 6 and one 10-12 pages in length, and general 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, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST

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: 20
Expected Class Size: 15-20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives, HIST Group A Electives - Africa, HIST Group C Electives - Europe and Russia
Not Offered Academic Year 2018
SEM Instructor: Shanti Singham

HIST 402 A History of Family in Africa (D) (W)
Crosslistings: HIST 402/AFR 332/GBST 402/WSGS 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
Not Offered Academic Year 2018
SEM Instructor: Kendra Mutfungi

HIST 403 Making it in Africa: Business in African History
Crosslistings: HIST 403/AFR 353/LEAP 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—are space 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 build economic capital. This course 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 obstacles they encountered, and the lasting impact their business had on Africa.
Class Format: seminar
Requirements/Evaluation: participation in discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group A Electives - Africa
Not Offered Academic Year 2018

HIST 409 Crescent, Cross, and Star. 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; not available for the fifth course option
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
Distributional Requirements: meets Division 2 requirement if registration is under ARAB
Related Courses
Other Attributes: GBST Middle Eastern Studies Electives, JWST Elective Courses
Not Offered Academic Year 2018
SEM Instructor: Magnus Bernhardsson

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
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 of the course 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 between Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its ancient past 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; not available for the fifth course option
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
Distributional Requirements: meets Division 2 requirement if registration is under ARAB
Related Courses
Other Attributes: GBST Middle Eastern Studies Electives, JWST Elective Courses
Not Offered Academic Year 2018
SEM Instructor: Magnus Bernhardsson

HIST 417/AFR 410/JS 410/GR 410/SL 410/afs 410/GBST 410/LEAP 410
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 of the course 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 between Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its ancient past 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.
HIST 411(F) Happy Holidays! A Comparative History of Commodifications and Festivals (D) (W)
Crosslistings: HIST 411/ARAB 411/REL 321
What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Class Format: seminar
Requirements/Evaluation: several short response papers and a 20- to 25-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: seniors, especially History and Arabic Studies majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group E Electives - Middle East
Fall 2017
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Magnus Bernhardtsson

HIST 414 Merchant Cultures and Capitalist Classes in China and India
Crosslistings: HIST 414/ASST 414
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 futures. 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 2018
SEM Instructor: Anne Reinhardt

HIST 415 Gods and Kings: Historical Narratives from India (W)
Crosslistings: HIST 415/ASST 415
India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And the view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory. The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition 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: class participation, several short papers and a substantial final paper based on primary sources
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: 15
Distribution Notes: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: seniors, 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
Not Offered Academic Year 2018
SEM Instructor: Aparna Kapadia

HIST 424 The Dark Ages: Gaul after the Fall of Rome
Crosslistings: HIST 424/JWST 424
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 classic problems through an intense focus on Gaul during the so-called "Dark Ages," from the fifth to the eighth centuries. During these years, Frankish kings of the Merovingian dynasty dominated Western Europe. Our sources for understanding this era are one of the most colorful and fascinating texts to emerge from the ancient world. We will begin with a look at life and politics under the later Roman empire, and then make ourselves experts in Merovingian history by studying nearly all the surviving written evidence. Narrative histories, chronicler and legal codes will claim the bulk of our time and attention, but we will also sample documents, literature, and archeological finds. This comprehensive exposure will prepare us to confront the many scholarly debates that have surrounded the Merovingian age.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial 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: 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
Not Offered Academic Year 2018
SEM Instructor: Eric Knibbs

HIST 432 Victorian Psychology from the Phrenologists to Freud (W)
Crosslistings: HIST 432/JWST 432
Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition 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 treatises, 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
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: seniors, then junior History majors, then juniors
Enrollment Limit: 15
Expected Class Size: 15
Dept. Notes: fulfills the department's seminar requirement for graduation with a degree in history and also the European area requirement
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia
Not Offered Academic Year 2018
SEM Instructor: Magnus Bernhardtsson

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 explores various aspects of the etymology 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

**Other Attributes:** HIST Group C Electives - Europe and Russia, JLST Interdepartmental Electives, JWST Core Electives Not Offered Academic Year 2018

SEM Instructor: Alexandra Garbarini

---

**HIST 434 The Meaning of Diaspora and the Jews of Europe**

Crosslistings: HIST 434/JWST 434

Dispersion, 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 characterizations of Jewish 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 midtwentieth century 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 2018

SEM Instructor: Alexandra Garbarini

---

**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 transnational pan-African imagination. 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 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 neighborhood, 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 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. Each student will write two short papers, and one substantial research paper based at least in part on primary sources. 

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on student participation, a 2-page paper, and the compilation 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 2018

SEM Instructor: Shanti Singh

---

**HIST 452 Women in America, 1620-1865**

Crosslistings: HIST 452/WGSS 452

This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the ways in which women have shaped the meaning of faith, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literary and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.

**Class Format:** seminar

**Requirements/Evaluation:** a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal

**Prerequisites:** History majors and Women's, Gender and Sexuality Studies majors

**Enrollment Limit:** 15

**Expected Class Size:** 10-15

**Distributional Requirements:** Division 2

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

Not Offered Academic Year 2018

SEM Instructor: Gretchen Long

---

**HIST 456(F) Civil War and Reconstruction**

Crosslistings: HIST 456/AFR 385/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 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 2017

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

---

**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. Reading 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
HIST 458 Sr.Sem:Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)
Crosslistings: WGSS 405/HIST 458

Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over 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 will students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in-class workshops
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 and Sexuality Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: HIST Group Q Electives - Europe and Russia, HIST Group E Electives - U.S. + Canada, JLST Interdepartmental Electives
Not Offered Academic Year 2018
SEM Instructor: Sara Dubow

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 E Electives - U.S. + Canada, LEAD American Foreign Policy Leadership
Not Offered Academic Year 2018
SEM Instructor: Jessica Chapman

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 the Vietnam war’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 forms of representation? 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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Senior History majors
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 G Electives - Asia, HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2018
SEM Instructor: Sara Dubow

HIST 468(F) Race, Empire, and the Birth of the American Century (D)
Crosslistings: HIST 468/AMST 468
This course will examine how American imperial ambitions abroad were rooted in the ideology of Manifest Destiny. Focusing on the late 1800s to the early 1900s, we will study the Spanish-American War, American involvement in Hawaii and the Philippines, the World’s Fairs of 1893 and 1904, the development of international policy, and how American views of race and culture influenced domestic and foreign policy decisions.

Class Format: seminar
Requirements/Evaluation: weekly response papers, lead class discussions, final 25-page research paper using primary sources
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History students, then American Studies students
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Scott Wong

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 “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
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 2018
SEM Instructor: Scott Wong

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 debated 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 Latin and Latino history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this ECI 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 Latin/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
The 1970s and 1980s are decades that mark the beginning of many of the profound changes in 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 affected 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, comparing and contrasting views of s

HIST 479 Recent U.S. History: The 1970s and 1980s (W)

The 1970s and 1980s are decades that mark the beginning of many of the profound changes in 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 affected 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, comparing and contrasting views of s

HIST 478 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 affected 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, comparing and contrasting views of s

HIST 476(F) CAPSTONE: Black Radicalism (D)

Crosslistings: AFR 476/HIST 476

Amandla! 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 African and American abolitionists have acted as global conduits of cultural and political ideas from other parts of the world. Students will develop their own research questions and will produce a 20-page paper based on original research.

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 Credit Size: 15
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada Not Offered Academic Year 2018

HIST 480T Interpreting the Israeli-Palestinian Conflict (DC) (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 Credit Size: 10
Distributional Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Core Electives
Not Offered Academic Year 2018

TUT Instructor: Magnus Bernhardsson

HIST 481(F) History of Taiwan (W)

Crosslistings: HIST 481/ASST 413

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereign and independent identity and its claim to be 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 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

played out across cultures and religions. They have debated whether intercultural experiences caused people to question their own assumptions or to harden their beliefs, and whether the transition between religious and cultural environments empowered or entrapped these men and women. Through a series of case studies, we will investigate how people made lives across the world, how they imagined the past, and what these historical experiences tell us about how the modern world was made. Readings will combine primary sources with global biographies by major historians of our time. The course will contribute to the College’s Exploring Diversity initiatives by examining how people interacted across cultures in the first global era.

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write and defend six essays and prepare many critiques of their tutorial partner's essays

**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:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2, Exploring Diversity, Writing Intensive

**Other Attributes:** HIST Group C Electives - Europe and Russia, HIST Group G Electives - Global History, HIST Group P Electives - Premodern

Spring 2018

TUT Section: T1  TBA  Instructor: Alexander Bevilacqua

**HIST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (D)** (W)

**Crosslistings:** HIST 488/GBST 488/REL 388

This course studies the work and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance 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, satyagraha (civil disobedience), to name just a few of his obsessions 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 peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read 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 natural basis of 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:** 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:** upper level 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

Spring 2018

TUT Section: T1  TBA  Instructor: Aparna Kapadia

**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 such studies has contributed to the revival of the once moribund subfield of diplomatic history. One strand 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-profile diplomatic historians. The proliferation of segments of European societies in perpetuating 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 related to the historicizing and representation of the Holocaust and 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 such episodes have been remembered, averaged, 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:** each 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 student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

**Extra Info:** 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

Not Offered Academic Year 2018

TUT Instructor: Alexandra Garbarini

**HIST 491T(S) 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 reimagined. 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 stand alone and individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Of 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:** History majors and students with previous coursework in 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 perpetrators guilty of perpetrator's treachery and 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 such episodes have been remembered, averaged, 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:** each 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

**Extra Info:** 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

Not Offered Academic Year 2018

TUT Instructor: Alexandra Garbarini
HIST 492T Revolutionary Thought in Latin America (D) (W)

For much of Latin America’s postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly contrived stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin American. Our readings and discussions will carry us from the nineteenth century to the current “New Left” in the last thirty years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose? This course will fulfill the requirements of the Exploring Diversity Initiative by comparing and analyzing divergent theorizations of history and society, as well as the contexts in which such theories emerged and to which we might or might not choose to apply them. A central aim of the course will be to compare the formation of revolutionary initiatives across national and chronological boundaries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week.

Requirements/Evaluation: each student will write and present a 5- to 7-page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner’s work.

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: History majors.

Enrollment Limit: 10.

Expected Class Size: 10.

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive.

Other Attributes: HIST Group D Electives - Latin America + Caribbean, LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2018.

TUT Instructor: 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 HIST 31 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 her 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 2017.

HON Section: 01. TF 02:35 PM 03:50 PM. Instructor: Eiko Siniawer.

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 HIST 31 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 be figured 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 2018.

HON Section: 01. TF 02:35 PM 03:50 PM. Instructor: Eiko Siniawer.

HIST 497(F) Independent Study: History

History independent study.

Class Format: independent study.

Distributional Requirements: Division 2.

Fall 2017.

IND Section: 01. TBA. Instructor: Thomas Kohut.

HIST 498(S) Independent Study: History

History independent study.

Class Format: independent study.

Distributional Requirements: Division 2.

Spring 2018.

IND Section: 01. TBA. Instructor: Thomas Kohut.

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 recurring episodes of scientific thought; as such courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings 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 Public 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 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.

Expected Class Size: 20.

Instructor: Grant Shoffstall.

HSCI 236(S) Automatic Culture: From the Mechanical Turk to A.I.

Crosslistings: SCST 236/HSCI 236

This course examines the histories of real and imagined automation—machines that perform complex and multi-step operations with continuous input from human minds. Case studies range from the late 18th-century “Mechanical Turk” hoax to factory automation in the 19th and 20th centuries to the contemporary automation of writing, reporting, and game playing by algorithms and artificial intelligences. We will study the receptions of automata by various audiences, their representations in literature and art, and occasional efforts by humans behave like automata themselves.

Class Format: seminar.
Requirements/Evaluation: students will be evaluated on mid-term and final essays, discussion participation, and brief in-class writing exercises. 
Prerequisites: none 
Enrollment Preferences: SCTS concentrators 
Enrollment Limit: none 
Expected Class Size: none 
Distributional Requirements: Division 2 

Spring 2018 

SEC Section: 01 
MR 02:35 PM 03:50 PM 
Instructor: Ezra Feldman 

HSCI 238(F) Science and Civilization in Islam (D) 
Crosslistings: ARAB 238/REL 232/SCST 238/HSCI 238 
History of scientific traditions and ideas in the Islamic civilization, from the origins of Islam through the late modern period. Students will explore the ancient sources of science that were appropriated by Islamic thinkers, the development and significance of scientific ideas within Islam, and the interaction of science and religion. The role and influence of Islamic science on other cultural traditions and its importance for modern science will also be discussed. We will also examine the larger question of rationality within Islamic societies and religion, and how such questions have influenced modern political debates. 

Class Format: lecture 

Requirements/Evaluation: midterm, final, several short assignments, and a longer final paper 
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 
Enrollment Limit: 25 
Expected Class Size: 15 
Distribution Notes: meets Division 1 requirement if registration is under HSCI or ARAB; meets Division 2 requirement if registration is under REL, HSCI or SCST. 
Distributional Requirements: Division 1, Exploring Diversity 
Fall 2017 
LEC Section: 01 
MR 02:35 PM 03:50 PM 
Instructor: Jamil Ragep 

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, have we lost a sense of what it was like to live in 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 trends 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 and technology; and the emergence of the now iconic cyberburb; 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 technocultures, among them antisubversion and environmentalism; Project Cybersyn, 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 2018 

SEC Seminar: Grant Shoffstall 

HSCI 309 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 regulatory processes 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 Studies majors & concentrators; but other students interested in public policy are welcome 
Enrollment Limit: 19 
Expected Class Size: 19 
Distributional Requirements: Division 2, Writing Intensive 

Spring 2018 

SEC Section: 01 
W 01:10 PM 03:50 PM 
Instructor: Jay Pasachoff 

HSCI 338(S) Science, Pseudoscience, and the Two Cultures (W) 
Crosslistings: ASTR 336/HSCI 338 
This course will provide an overview of environmental policy-making, with an emphasis on the regulatory processes 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: attendance and participation, informal weekly writing, 15- to 20-page seminar paper 
Prerequisites: ENVI 101 or permission of instructor 
Enrollment Preferences: Environmental Studies majors & concentrators; but other students interested in public policy are welcome 
Enrollment Limit: 19 
Expected Class Size: 19 
Distributional Requirements: Division 2, Writing Intensive 
Other Attributes: POEC Comparative POEC/Policy Policy Courses Not Offered Academic Year 2018 

HSCI 338(S) Science, Pseudoscience, and the Two Cultures (W) 
Crosslistings: ASTR 336/HSCI 338 
A ritualistic dichotomy between the sciences and the humanities, and public understanding of them 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 assumptions about science and religion, the development and influence of Islamic science on other cultural traditions and its importance for modern science will also be discussed. We will also examine the larger question of rationality within Islamic societies and religion, and how such questions have influenced modern political debates. 

Class Format: lecture 

Requirements/Evaluation: evaluation is based on several shorter writing assignments, a major course; does not count toward ASPH, ASTR or PHYS major 
Prerequisites: none 
Enrollment Preferences: seniors and to those with backgrounds in science, history of science, or philosophy. 
Enrollment Limit: 12 
Expected Class Size: 12 
Department: 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 

Spring 2018 

SEC Section: 01 
W 01:10 PM 03:50 PM 
Instructor: Jay Pasachoff 

HSCI 338(F) Transhumanism: Religion, Technoscience, Obscure Violence 
Crosslistings: SOC 338/SCST 338/HSCI 338/REL 338 
The interdisciplined course will pursue sociohistorical analysis and sustained critical discussion of the so-called “transhumanist movement” and its overarching aim: the transformation and eventual transhumanization of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even “postbiological” existence, the so-called “posthuman condition," *"Humanity 2.0."* Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will ask the question as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism’s ties to some of the most objectionable aspects of modern technoscience, such as late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called “GNR” technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism’s racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularitarian, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which we will address in detail. Throughout, we will consider such topics as GM (genetically modified) food, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We will consider the search for extraterrestrial intelligence (SETI) and robots in the future. We will consider that the prevalent beliefs that we have on the general public’s cooperation in vaccination programs and other consequences of superstition. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard’s *Arcadia* and Michael Frayn’s *The Country House*. 

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: seniors and to those with backgrounds in science, history of science, or philosophy. 
Enrollment Limit: 12 
Expected Class Size: 12 
Department: 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 

Spring 2018 

SEC Section: 01 
W 01:10 PM 03:50 PM 
Instructor: Jay Pasachoff
**HSCI 340 Great Astronomers and Their Original Publications (W)**


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(R)Representing Sex: Shakespeare on Page and Stage**

Crosslistings: EXPR 245/THEA 245/WGSS 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 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*<sup>[1]</sup>, *Twelfth Night*<sup>[1]</sup>, *Othello*<sup>[2]</sup>, *King Lear*<sup>[2]</sup>, *Antony and Cleopatra*<sup>[2]</sup>, and *The Winter's Tale*<sup>[1]</sup>.

**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 WGSS

**Distribution 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/ENV 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 the question 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, and 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 Aapotoss

**EXPR 497(F) Independent Study: Interdisciplinary Studies**

**EXPR independent study.**

**Class Format:** independent study

**Distributional Requirements:** Non-divisional

**Fall 2016**

**IND Section:** 01 **TBA**

**Instructor:** Paula Consolini

**EXPR 498(S) Independent Study: Interdisciplinary Studies**

**EXPR independent study.**

**Class Format:** independent study

**Distributional Requirements:** Non-divisional

**Spring 2017**

**IND Section:** 01 **TBA**

**Instructor:** Peter Just

**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 mortal 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/GWSS 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 (legislation 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

**INTR 219T(F) Women in National Politics (W)**

**Crosslistings:** INTR 219/PSCI 219/GWSS 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

**INTR 223(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 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 and INTR

**Distributional Requirements:** Division 3

**Other Attributes:** FMST Related Courses, NSCI Group B Electives, PSYC Area 1 - Behavioral Neuroscience, PSYC Empirical Lab Course

**Spring 2017**

**SEM Section:** 01 **TF 01:10 PM 02:25 PM**

**Instructor:** Betty Zimmerberg

**LAB Section:** 02 **TF 02:35 PM 03:50 PM**

**Instructor:** Betty Zimmerberg

**INTR 232 Genocide in the 20th Century: Shaping Political Theories of Human Rights Advocacy**

This seminar reviews 20th century genocides through a study of government policies, warfare, and the resistance against extermination in part or whole of targeted groups. Analyzing American politics and memory in their representations of genocide, students review the policies of key administrations from Presidents Theodore Roosevelt to George W. Bush. We begin with early 20th century US domestic policies towards Native Americans and African Americans and US foreign policies towards Armenians in Turkey. For the 1930s-40s, during the Franklin D. Roosevelt administration, the focus is on Stalinism and Nazi Germany. During the postwar years, the drafting and implementation of the UN Convention on the Prevention and Elimination of Genocide and war crimes tribunals are central. For the Nixon administration, students focus on south east Asia and Cambodia. During the Clinton Administration, we examine the "ethnic cleansing" of Muslims in Bosnia, and the genocide in Rwanda, both in the 1990s. The seminar concludes with a study of the conflict in Darfur during the administration of George W. Bush. Texts include: Dee Brown, Bury My Heart at Wounded Knee<br>; William Patterson, et al. We Charge Genocide<br>; Hannah Arendt, The Origins of Totalitarianism<br>; Philip Gourevitch, We wish to inform you that tomorrow we will be killed with our families<br>; Samantha Power, A Problem from Hell: America and the Age of Genocide<br>

**Class Format:** seminar

**Requirements/Evaluation:** individual oral report (15%); collective report (15%); research paper (20%); attendance (10%)

**Prerequisites:** none; open to sophomores, juniors, seniors

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2017**

**SEM**

**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 participate in class-discussion and critiques 20 %; aesthetic significant time working off campus. technical competence, and a demonstrated ability to work independently and in less controlled environments.
**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

**Distributional Requirements:** Division 1

**Distribution Notes:**

**Enrollment Preferences:** section 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:** previous photography experience is desirable, but not essential; permission of instructor is required.

**Class Format:** seminar
**Requirements/Evaluation:** brief analytical papers and group presentations.
**Prerequisites:** none
**Enrollment Limit:** 19
**Expected Class Size:** 19

**Materials/Lab Fee:**

**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

**Instructor:** Barry Goldstein

**SEM Section:** Fall 2016
**W 01:10 PM 03:50 PM Instructor:** Joy James

**SEM Section:** Spring 2017
**W 01:10 PM 03:50 PM Instructor:** Joy James

**Crosslistings:** ARTS 324/INTR 324

While every image documents something, the field of documentary photography traditionally images to relate a story about the events and people that shape our world. Students will learn skills required to produce an effective visual narrative. Technical aspects of image acquisition that are particularly useful in conveying information will be reviewed, including manipulation of exposure, depth, creative composition, and location lighting. Conceptual topics will include myths and concepts about “truth” and “objectivity” in photography, and the responsibilities of the documentarian to his/her subject. 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/lecture
**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:** based on portfolio review
**Enrollment Limit:** 8
**Expected Class Size:** 8
**Materials/Lab Fee:** $200

**Crosslistings:** INTR 324/ARTS 324/FSCI 334/WMST 334

**Materials/Lab Fee:** Lab fee of $250 to be added to the student’s term bill

**Distributional Requirements:**

**Prerequisites:** ARTS 252 and permission of instructor
**Enrollment Preferences:** based on portfolio review
**Enrollment Limit:** 8
**Expected Class Size:** 8

**Materials/Lab Fee:** Lab fee of $200

**Distributional Requirements:**

**Other Attributes:** FMST Related Courses
**Not Offered Academic Year 2017**

**STU Instructor:** Barry Goldstein

**SEM Section:** Fall 2016
**W 01:10 PM 03:50 PM Instructor:** Joy James

**SEM Section:** Spring 2017
**W 01:10 PM 03:50 PM Instructor:** Joy James
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 82 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 Information:** 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

---

**INTR 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 the 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 Seminar:**

**Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15-20 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**

---

**INTR 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihad**

**Crosslistings:** ANTH 391/INTR 391

We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population, and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao’s metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerrilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.

**Class 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:** Division 2

**Not Offered Academic Year 2017**

**SEM Instructor:** Peter Just

---

**INTR 397(F) Independent Study: Interdisciplinary Studies**

**INTR independent study.**

**Class Format:** independent study

**Distributional Requirements:** Division 2

---

**Fall 2016**

**IND Section:** 01

**TBA Instructor:** Peter Just

**INTR 398(S) Independent Study: Interdisciplinary Studies**

**Class Format:** independent study

**Distributional Requirements:** Division 2

---

**Spring 2017**

**IND Section:** 01

**TBA Instructor:** Peter Just

---

**JEWISH STUDIES (DIV III)**

**Chair:** Professor EDAN DEKEL

**Advisory Committee:** Professor: M. BERNHARDSSON***, 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 Imagery and the Primaval History in Genesis
- REL 209/JWST 209 Jewish America
- 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 consulted 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.

- HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
- HIST 129/WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution
- HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/LEAD 207 The Modern Middle East
- HIST 226/REL 222 Europe from Reformation to Revolution: 1500-1815
- HIST 239 Germany in the Twentieth Century
Capstone Course

JWST 497 or 498 Independent Study (consult with chair)

THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 497 or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

Crogan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Crogan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

OVERSEAS STUDIES

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements. You can find general study away guidelines for Jewish Studies here.

FUNDING

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman ’50, Samuel Bronfman II ’75, and Matthew Bronfman ’80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College’s formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener ’56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener ’56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101(F) 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 oral and written 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 twentieth-century Jewish fiction that is written in the 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

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: JLST Interdepartmental Electives, JLST

Enrollment/Applications in Institutions, JWST Gateway Courses

Fall 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Jeffrey Israel

JWST 201 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

Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors

Enrollment Limit: 40

Expected Class Size: 40

Distributional Requirements: Division 2

Other Attributes: JWST Gateway Courses

Not Offered Academic Year 2018

LEC Instructor: Edan Dekel

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-temppered 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 reconstructions 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 will be in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Enrollment Preferences: students who have already taken a course in biblical literature

Enrollment Limit: 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

Other Attributes: JWST Core Electives

Not Offered Academic Year 2018

LEC Instructor: Edan Dekel

JWST 204(F) Jesus and Judaism

Crosslistings: REL 204/JWST 204

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianess? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament accounts of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Class Format: seminar

Requirements/Evaluation: active preparation and participation, short papers (3-5 pages), and final exam

Enrollment Preferences: none

Enrollment Limit: none

Expected Class Size: 10-12

Distributional Requirements: Division 2

Fall 2017

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Phillip Webster

JWST 205(S) 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 hakhamim, "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 that 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 Herodotus’s *Works and Days*, Aesop’s fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influences these ancient sources had 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.*

**Course Format:**
- Length of time: 10 weeks
- Short written assignments, and two longer papers
- Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers

**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

**Crosslistings:** REL 206 COMP 206 JWST 206

**Texts:** *From Adam to Noah: Literary Imagination and the Primeval History in Genesis* (Spring 2018)

**Instructor:** Edan Dekel

**Summary:**
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 include *Frank 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 CLAS or COMP

**Crosslistings:** REL 206 COMP 206 JWST 206

**Texts:** *From Adam to Noah: Literary Imagination and the Primeval History in Genesis* (Spring 2018)
those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Class Format: seminar
Requirements/Evaluation: active preparation and participation, short reading response papers (1-page), midterm, and final exam
Prerequisites: none
Enrollment Limit: none
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 CLAS
Distributional Requirements: Division 2
Spring 2018
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Phillip Webster

JWST 230 Modern European Jewish History, 1789-1948
Crosslistings: HIST 230; JWST 230
What does it mean to be a Jew? The vexed 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 Netherlands, the 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 2018
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 time. 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 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
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2018
SEM Instructor: Jeffrey Israel

JWST 334(S) 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, Sut poetry about Joseph and Zelophekad, and Joseph in the story of 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 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 lead discussions 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: a Info:
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
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Peter Just

JWST 338 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 us. It has had an extraordinary effect on the way that we think about the origins of the world we live in; it has had an extraordinary effect on the way we think about 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 exterminationary 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
Not Offered Academic Year 2018
LEC Instructor: Alexandra Garbarini

JWST 343 Spectacles on His Nose and Autumn on his Heart: The Opere of Isaac Babel
Crosslistings: RUSU 343/COMP 343/JWST 343/QBST 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 not always the fashionable 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 allow us to re-examine the subject of the fourth longest sura in the Qur'an, 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 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 lead discussions 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: active class participation, frequent short writing assignments, seminar projects, 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 RUSU 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 2018
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 in the seminar will be drawn from sixteenth 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 exile, migrations, statelessness 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 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: GBST Borders, Exiles + Diaspora Studies Electives, JWST Core Electives
Not Offered Academic Year 2018
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 of the course will focus on some of the primary arguments 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 2018
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, which used the word in its military codes to describe the violent actions of 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
Other Attributes: HIST Group C Electives - Europe and Russia, JLST Interdepartmental Electives, JWST Core Electives
Not Offered Academic Year 2018
SEM Instructor: Alexandra Garbarini

JWST 434 The Meaning of Diaspora and the Jews of Europe
Crosslistings: HIST 434/JWST 434
Diaspora, dispersion, exile, 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 this seminar, we will examine 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: 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: 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 C Electives - Europe and Russia, JWST Capstone Course, JWST Elective Courses
Not Offered Academic Year 2018
SEM Instructor: Alexandra Garbarini

JWST 480T 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, refugee 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: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Core Electives
Not Offered Academic Year 2018
TUT Instructor: Magnus Bernhardsson

JWST 490T 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 cause trouble among 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 forward and toward that past. This tutorial will focus on a series of questions relating to the historization and memorialization of the extermination of European Jews. It includes: 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 grapple 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, after, 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: 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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: HIS Group C Electives - Europe and Russia, JWST Capstone Course, JWST Core Electives

Not Offered Academic Year 2018

TUT Instructor: Alexandra Garbarini

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 burgeoning national self-consciousness throughout the continent, despite the liberatory 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 constitute 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 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 history? Coverage will include: Jewish liberalism, political Zionism, Yiddishist nationalism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore 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

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

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

Not Offered Academic Year 2018

SEM Instructor: Jeffrey Israel

JWST 493(F) Senior Thesis: Jewish Studies

Class Format: thesis

Distributional Requirements: Division 2

Fall 2017

HON Section: 01 TBA Instructor: Edan Dekel

JWST 494(S) Senior Thesis: Jewish Studies

Class Format: thesis

Distributional Requirements: Division 2

Spring 2018

HON Section: 01 TBA Instructor: Edan Dekel

JWST 497(F) Independent Study: Jewish Studies

Class Format: independent study

Distributional Requirements: Division 2

Fall 2017

JWST 498(S) Independent Study: Jewish Studies

Class Format: Independent study

Distributional Requirements: Division 2

Spring 2018

IND Section: 01 TBA Instructor: Edan Dekel

Justice and Law (Div II)

Chair: Lecturer in Humanities ALAN HIRSCH
Advisory Committee: Professors: W. GENTRY, L. KAPLAN, J. NOLAN, C. SHANKS. Associate Professor M. BARRY, S. DUBOW**. Assistant Professors J. CROWE, E. KNIBBS, N. NJOYAG**.

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 studies 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 2017-18, students will have a choice of two senior seminars: JLST 401 ("The Unwritten Constitution") and JLST 403 ("Senior Seminar in Human Rights in International Politics and Law") (cross-listed with PSCI 420).

AFR 322/AMST 322/INTR 322/PSCI 313 Race, Culture, Incarceration

AFR 350 Organizing Resistance: Black Activism, Then and Now

AFR 381/HIST 381 From Civil Rights to Black Power

AFR 476/HIST 476 Black Radicalism (D)

AMST 311/HIST 368 Development of American Indian Law & Policy

AMST 343/HIST 343T/INTR 343T/GWSS 343T Representations of Racial-Sexual Violence from Enslavement to Emancipation

ANTH 210/ENV 210/JLST 210 Governing Nature

ANTH 220/ASST 318/INST 220 Law and Family in South Asia; Post Colonial Dilemmas

ANTH 312/GWSS 314/GBST 313 Paradoxes of Human Rights and Humanitarianism (W)

ANTH 322/ENVI 332/JLST 322/GBST 322 Environmental Justice (D) (W)

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

ECON 229 Law and Economics

ECON 374T Poverty and Public Policy (W)

ECON 470 The Indian Economy: Development and Social Justice (D)

ENGL 265/AMST 266 Topics in American Literature: Freedom and Captivity (W)

ENGL 407/COMP 407 Literature, Justice, and Community

ENV 340/PSCI 343 Climate Change Law

ENV 307/PSCI 317 Environmental Law

ENV 328/PSCI 328 Global Environmental Politics

HIST 152/GWSS 152 The Fourteenth Amendment and the Meanings of Equality

HIST 153T Establishment & Exercise: Religion and the Constitution in the United States

HIST 164/AFR 164/AMST 165 Slavery in the United States

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

HIST 178T/GWSS 178T Marriage and the American Nation (W)

HIST 302/ARAB 243/REL 243 Islamic Law: Past and Present

HIST 304/AFR 304 South Africa and Apartheid

HIST 327 Law in the Middle Ages

HIST 376/GWSS 376/JLST 376 Sex, Gender, and the Law in U.S. History

HIST 380 Comparative American Immigration History

HIST 381/AFR 381 From Civil Rights to Black Power

HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe

HIST 457/WGSS 457 Gender, Law, and Politics in the United States

HIST 483/GWSS 483/GBST 483 Freedom in Africa

INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration

JLST 250 Trials

JLST 401/COMP 411/ENGL 332 Images of Law

PHIL 114 Freedom and Society (W)

PHIL 228/GWSS 228 Feminist Bioethics

PHIL 291 Violence: Its Trajectory and Its Causes
PHIL 236 Contemporary Ethical Theory
PHIL 272 Free Will and Responsibility
PHIL 337T Justice in Health Care (W)
PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration
PSCI 216 American Constitutionalism I: Structures of Power
PSCI 217 American Constitutionalism II: Rights and Liberties
PSCI 223 International Law
PSCI 236/WGSS 236 Sex, Gender, and Political Theory
PSCI 309/LEGAL 271 Peace, Progress and Progress in American Democracy
PSCI 334 Theorizing Global Justice
PSCI 420/JLST 401 Senior Seminar in Human Rights in International Political Law
PSYC 347 Psychology and Law
PSYC 361 Psychology of Nonviolence
RELA 203/JWST 101 Judaism: Before the Law
RELA 214/PSCI 271 Religion and the State
RUSS 331T/COMP 331T/ENGL 371T The Brothers Karamazov (W)
SOC 202 Terrorism and National Security
SOC 215 Crime
SOC 218 Law and Modern Society
SOC 385 Breaking Apart
WGSS 405/HST 458 Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)

STUDY ABROAD
Students who choose to study abroad should consult with the program chair to ensure that they can complete the requirements.

JLST 101(F) Introduction to Justice and Law
This course will examine all aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the diverse roles of participants in the system, e.g., judges, jurors, legislators, and law schools. The course will emphasize the deeply interdisciplinary nature of law, probing the law's intersections with politics, history, economics, psychology, philosophy, sociology, science, and religion.

Class Format: lecture/discussion
Requirements/Evaluation: three papers, a final exam, and class participation
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 2
Fall 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Alan Hirsch

JLST 250T Trials
Humans are social creatures. In organized societies, when conflicts arise, people rely on the law and, within the law, on trials to sort out competing claims and assign proper consequences. "Trials" include other tests such as the trial of battle, experimental trials, trials to qualify for athletic finals, and probationary periods. At its core, then, a trial is a way to test the veracity or quality of some personal right. This tutorial traces the application of various meanings of trials, focusing on three themes: trials as a test of personal character; trials as a way of knowing; and trials as social institutions designed to protect the social order by offering justice.

Class Format: tutorial
Requirements/Evaluation: five main papers and five response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Justice & Law concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions
Not Offered Academic Year 2018
TUT Instructor: George Marcus

JLST 376 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 lines; we will consider the role of judicial decision-making in challenging and reinforcing gender inequalities; 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, 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, Exploring Diversity
Other Attributes: HITS Group F Electives - U.S. + Canada, JLST Interdepartmental Electives
Not Offered Academic Year 2018
SEM 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 2017
IND Section: 01 TBA Instructor: Alan Hirsch

JLST 398(S) 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
Spring 2018
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. Closely related, Amar rejects a primarily "textualist" approach, proclaiming that the Constitution's terse text must be read in concert with a vast unwritten Constitution. Is his 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? The course will emphasize the deeply interdisciplinary nature of law, probing the law's intersections with politics, history, philosophy, religion, science, psychology, art, economics, sports, and cyberspace.

Class Format: seminar
Requirements/Evaluation: three papers, a few pop quizzes, a final exam, and class participation
Prerequisites: PSCI 216 or PSCI 217 (or consent of the instructor)
Enrollment Preferences: Justice and Law concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Spring 2018
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Alan Hirsch

JLST 402 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 cataclysms. 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. Examining the development of international and transitional justice around this research seminar examines the intent, process, meaning and consequence of these new practices, 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
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 208/ARTH 208/WGSS 208/AMST 208 Chicana/o Film and Video
LATS 208/AMST 208/COMP 208/ENGL 208 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 220/ENVI 220 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 228 AFR 328/AMST 328/REL 223 Revolt and Revelation in 20th Century Americas
LATS 231/AMST231/WGSS232 Approaches to Media Studies: AnalyzingMediatedDifference
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Volumes
LATS 246/AMST 246 Aesthetics and Place-making in Latina/o New York
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 313/AMST 313/WGSS 313/AFR 326 Gender, Race, and the Power of Personal Aesthetics (D)
LATS 318/AMST 318/REL 318 COMP 328/ENVI 318 California: Myths, People, Places
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 397 Independent Study
LATS 398 Independent Study
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Latinas/os in the 20th Century
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
HIST 249/ANTH 249 The Brazilian Avant-garde of the 1960s
ENV 239/COMP 239 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 245 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
RLSP 212 Afro-Caribbean Literature: Race, Gender and Identity
RLSP 215 The Other Caribbean: Identity, Subalternity, and Resistance
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin American Environmental Crisis
RLSP 403/WGSS 403, Senior Seminar: Image, Violence, and the Feminine

Comparative Race and Ethnic Studies
AFR 200 Introduction to Africana Studies
AMST 245/ANTH 245/LATS 245/WGSS 245 Introduction to Native American and Indigenous Studies
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
WGSS 240/AMST 241/LATS 241/TEA 241 Performing Masculinity in Global Popular Culture
WGSS 303/AMST 309/AFR 309/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

The Degree with Honors
Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study.

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 208/ARTH 208/WGSS 208/AMST 208 Chicana/o Film and Video
LATS 208/AMST 208/COMP 208/ENGL 208 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 220/ENVI 220 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 228 AFR 328/AMST 328/REL 223 Revolt and Revelation in 20th Century Americas
LATS 231/AMST231/WGSS232 Approaches to Media Studies: AnalyzingMediatedDifference
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Volumes
LATS 246/AMST 246 Aesthetics and Place-making in Latina/o New York
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 313/AMST 313/WGSS 313/AFR 326 Gender, Race, and the Power of Personal Aesthetics (D)
LATS 318/AMST 318/REL 318 COMP 328/ENVI 318 California: Myths, People, Places
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 397 Independent Study
LATS 398 Independent Study
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Latinas/os in the 20th Century
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 245 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
RLSP 212 Afro-Caribbean Literature: Race, Gender and Identity
RLSP 215 The Other Caribbean: Identity, Subalternity, and Resistance
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin American Environmental Crisis
RLSP 403/WGSS 403, Senior Seminar: Image, Violence, and the Feminine

Comparative Race and Ethnic Studies
AFR 200 Introduction to Africana Studies
AMST 245/ANTH 245/LATS 245/WGSS 245 Introduction to Native American and Indigenous Studies
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
WGSS 240/AMST 241/LATS 241/TEA 241 Performing Masculinity in Global Popular Culture
WGSS 303/AMST 309/AFR 309/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

The Degree with Honors
Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study.
It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

Submits and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.

Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-to-8-page revised and annotated research proposal by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from campus can count (as an elective) toward the completion of the concentration. You can get general study away guidelines for Latina/o Studies here.

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions

What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 57 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: discussion

Requirements/Evaluation: evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Preferences: Latina/o Studies concentrators

Enrollment Limit: 20

Expected Class Size: 15-20

Dept. Notes: required course for concentration in Latina/o Studies

Distributional Requirements: Division 2

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

LATS 209 Spanish for Heritage Speakers: Introduction to Latina/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 classroom practice, homework assignments, and in-class activities, students will develop proficiency in reading, writing, speaking, and listening skills in Spanish. The course will culminate in the completion of an oral presentation. Enrollment is limited to 20, and permission from the instructor is required. Please contact the instructor for more information.

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or LGWS; 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 2018

LEC Instructor: Alma Granado
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, 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 language 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

Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP

Distributional Requirements: Division 2

Other Attributes: LATS Core Electives
Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

LATS 220(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 (6-7 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, GBST Urbanizing World Electives, LATS Core Electives

Fall 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Merida Rua

LATS 224(S) U.S. Latina/o Religions (D)

Crosslistings: LATS 224/AMST 224/REL 224

In this course, we will engage aspects of Latina/o 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 Latina/o 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, Latinx 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 Latinx religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latinx 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: 20

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity

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

Spring 2018

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Jacqueline Hidalgo

LATS 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 explore certain key moments in 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 ties of race, power, gender, economy, and environment, and that are informed by Latinx peoples, cultures, and traditions. In particular, this course will explore the U.S.A. as 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 with 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: 9

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

Not Offered Academic Year 2018

SEM Instructor: Jacqueline Hidalgo

LATS 228(F) Revolt and Revelation in 20th-Century Americas (D)

Crosslistings: LATS 228/AFR 228/AMST 228/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 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 and 21st century Americas. This course examines those forms of “God-talk” broadly termed “liberation theologies” that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, disability, and ecology. These theologies were born 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, 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: seminar

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Preferences: majors and concentrators

Enrollment Limit: 25

Expected Class Size: 12

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: LATS Core Electives

Fall 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Jacqueline Hidalgo

LATS 231 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 forms. This course introduces students to a variety of 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 participatory 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 communities, examines questions of power and difference, 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 projects 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
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 Latin/o language and literature? How does Latin/o identity challenge traditional notions of the relationship between language, culture, and nation? What are the different ways Latin/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 Latin/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will analyze how gender and sexuality are represented in new media forms such as theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latin/o language politics, as well as the broader themes of power, community, ethnical-racial identity, gender, sexuality, class, and hybridity.

Class Format: seminar

Requirements/Evaluation: participation, two essays, final take-home examination in the event of over-enrollment.

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

Prerequisites: none

Enrollment Preferences: Latin/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: Latin/o Studies 240 Division D 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

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

LATs 241(F) 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 meaning and use value 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 the case studies include: the shorts/skirt controversy 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 12 page final paper

Prerequisites: none

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be the deciding factor

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST or 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

Fall 2017

SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Gregory Mitchell

LATs 246(S) Aesthetics and Place-making in Latin/a New York

Crosslistings: LATs 246/AMST 246

New York City has long served as a nexus of Latin/a migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poems of slam poetry forged in the Nuyorican Poets Cafe, New York’s Latinas/os have defined and developed numerous forms of Latino/a popular expression. This course examines the aesthetic foundations of Latin/o/a New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home.

Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: lecture/discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-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: LATs concentrators and AMST majors

Enrollment Limit: 20

Expected Class Size: 15

LATs 247 Race and Religion in the American West (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 “sacrosanctos” 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 Pueblo Indians maintained a sacred order. Pentecostalism 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 slate. This course will describe 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 additional 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 ways in which religious practices (de)construct notions of race.

Class Format: seminar/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: religion: Elective Course

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ENVI Humanities, Arts + Social Science Electives, LATs Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2018

SEM Instructor: Lloyd Barba

LATs 258(S) Latin/o Installation and Site-Specific Art (D)

Crosslistings: LATs 258/ARTH 358

This course will explore the various forms of installation and site-specific artworks created by Latin/o artists for both museums and public space. We will examine the ways in which Latin/o artists have used space as a material in the production of artworks and how this impacts the works’ meanings and the viewer’s experience. Within the context of U.S. Latin/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several 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 educational practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies. This course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATs 105 or ARTH 102 or permission of instructor

Enrollment Preferences: Latin/o Studies concentrators 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

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Arts in Context Electives, AMST Space and Place Electives, LATS Core Electives

Spring 2018

LEC Section: 01 W 07:00 PM 09:40 PM Instructor: C. Ondine Chavoya

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 what have distinct Latina/o groups come to have as their 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 political and economic contexts in which people leave their homes to come to the United States. In their search for lower 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 relented to the challenges of familial community 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, short written 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, LATS Core Electives

Not Offered Academic Year 2018

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 histories of intersectionality, 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. Key features 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: midterm 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 Core and Cultural 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 2018

LEC Instructor: Gregory Mitchell

LATS 309(S) Scriptures and Race

Crosslistings: REL 309/AFR 309/LATS 309

This course is concerned with the long history of disputes over the construction of the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined 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 embroiled 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 did *"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

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

Spring 2018

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Jacqueline Hidalgo

LATS 312(S) Chicago: Crossroads of Race, Sex and Gender

Crosslistings: LATS 312/AMST 312/ENV/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 Chi-Town and urban life among its residents. Asking and then re-asking how Chicago has been 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 (15 pages)

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, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENV 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, ENV/1 Humanities, Arts + Social Science Electives, GBST Urbanizing World Electives, LATS Core Electives

Spring 2018

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Merida Rua

LATS 313 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, racial/ethnic 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; additional enrollments 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 Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

LATS 318 California: Myths, Peoples, Places (W)

Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENV 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 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 beimaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

**Course Format:** seminar

**Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page research paper in consultation with the professor, one 5-page mid-term essay, and a final 10- to 15-page comparative review essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under AMST; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL

**Distribution 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, LATS Core Electives

**Not Offered Academic Year 2018**

**SEM Instructor:** Jacqueline Hidalgo

---

**LATS 335 Race, Gender, and Performance from Literature to Social Media (D)**

**Crosslistings:** WGSS 330/COMP 339/AMST 332/LATS 335/THCA 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 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 WGSS or LATS

**Distribution Requirements:** Division 2, Exploring Diversity

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Critical and Cultural Theory Electives, LATS Core Electives

**Not Offered Academic Year 2018**

**SEM Instructor:** Vivian Huang

---

**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 understanding of particular Latina/o music 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

**Distribution 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 2019**

**SEM Instructor:** Maria Elena Cepeda

---

**LATS 346(F) 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? What positions do Latinas/os 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 10- to 12-page research paper conducted in stages

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

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Preference:** Latina/o Studies concentrators or American Studies majors by seniority

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distribution 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

**Fall 2017**

**SEM Section:** 01

**TF:** 02:35 PM to 03:50 PM

**Instructor:** Maria Elena Cepeda

---

**LATS 348(F) Drawing Democracy: Graphic Narratives as Democratic Ideas**

**Crosslistings:** LATS 348/AMST 348/COMP 348

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the “comic activism” of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Veléz (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on attendance and class participation, short writing exercises, 5-page midterm paper (close-reading a text), 10-15-page final creative paper

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

**Prerequisites:** none

**Enrollment Preferences:** Latina/os Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Requirements:** Division 2

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

**Fall 2017**

**SEM Section:** 01

**M:** 07:00 PM to 09:40 PM

**Instructor:** Nelly Rosario

---

**LATS 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 influence the production of 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, and 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 Latinas/os and Latinos 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: Latin/o Studies concentrators and History majors; open to first-year students

Enrollment Limit: 15

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - Latin America + Caribbean, LATS Core Electives, WGS/Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2018

LATS 386(F) 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 homelands 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 Latinas imagined and when have they resisted the policies that shaped Latinas’ migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadorian, 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 will be based on class participation and group presentations, 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, WGS/Racial Sexual + Cultural Diversity Courses

Fall 2017

SEM Section: 01 MWF 11:00 AM-12:15 PM Instructor: Carmen Whalen

LATS 397(F) Independent Study: Latina/o Studies

Latin/o Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Other Attributes: LATS Core Electives

Fall 2017

IND Section: 01 TBA Instructor: Merida Rua

LATS 389(S) Independent Study: Latina/o Studies

Latin/o Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Other Attributes: LATS Core Electives

Spring 2018

IND Section: 01 TBA Instructor: Merida Rua

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

Crosslistings: LATS 403/COMP 375/ENGL 375/AFR 333/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 mind has seemed oxymoronic. In this class we will closely read recent work by Asian American, African American, Native American and Latina/o writers which challenges conceptions about ethnography, avant-garde writing, genre categorization, among other things. The writing done here 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, Sesduh 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) on short reading assignments; participation in discussion

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, not 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, LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2018

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 phenomena that have been historically marginalized and excludes certain 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 conditions, 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 situations. It focuses on the raced, sexed, and gendered 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 semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Preferences: senior Latin/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 Comp Studies in Race, Ethnicity, Diaspora, AMST 400-level Senior Seminars, AMST Space and Place Electives, ENVI International, Arts and Social Science Electives, LATS 400-level Seminars

Not Offered Academic Year 2018

SEM Instructor: Merida Rua

LATS 409 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, ethno-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 “American” identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-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, a final exam, and up to two essays (one 7-8 pages and one 10-12 pages long)

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: Latin/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, Writing Intensive

342
LATS 420 (F) Llatex Ecologies
Crosslistings: LATS 420/ENVI 421
An August 2015 Latino Decisions poll found that Latinos, more than other ethnic groups, are deeply concerned about climate change and the "environment." How and why might some Latinos be disproportionately impacted by climate change? How have a few distinct Latino theorists and activists imagined and constructed ecology? How are struggles for environmental justice linked to broader Latino concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticide exposure and waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' Their Dogs Came With Them and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Even over centuries of dehumanization and out 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: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Latinx Studies concentrators, Environmental Studies majors and concentrators
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: LATS 400-level Seminars
Fall 2017, SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jacqueline Hidalgo

LATS 426T Queer Temporalities (W)
Crosslistings: REL 326/LATS 426/WSGS 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 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, 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: none
Enrollment Preferences: majors and concentrators in Religion, Latino/a 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
Distributional Requirements: meets Division 2 requirement if registration is under REL, LATS or WSGS; meets Division 1 requirement if registration is under COMP
Other Attributes: AMST Space and Place Electives, LATS Core Electives
Not Offered Academic Year 2018
TUT Instructor: Jacqueline Hidalgo

LATS 427 Racial and Religious Mixture (D) (W)
Crosslistings: LATS 427/REL 314/AMST 327/AFR 357
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
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:
LEAD 330 Ethics, Scandals & Leadership
PHIL 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:

ARTH 501/LEAD 301 Museums: History and Practice
ASTR/LEAD 340 Great Astronomers and Their Original Publications
CLAS/LEAD 323 Leadership, Government, and the Governed in Ancient Greece
HIST 111/LEAD 150 Movers and Shakers in the Middle East
HIST/LEAD 207 The Modern Middle East
HIST/LEAD 241 The Rise and Fall of the Soviet Union
LEAD 212/HIST 393 Sister Revolutions in France and America
LEAD 250/PSCI 205 Political Leadership
LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD/PSCI 293 Leadership and Political Change

LEAD 295 Leadership and Management
LEAD/PSCI 369 The Crisis of Leadership
PSCI/LEAD 141 Bandits and Warlords
PSCI/LEAD 206 Dangerous Leadership in American Politics
PSCI/LEAD 215 Race and Inequality in the American City
PSCI/LEAD 216 American Constitutionalism I: Structures of Power
PSCI/LEAD 217 American Constitutionalism II: Rights and Liberties
PSCI/LEAD 218 The American Presidency
PSCI/LEAD 309 Problems and Progress in American Democracy
PSCI/LEAD 311 Congress
PSCI/LEAD 312 American Political Thought
PSCI/LEAD 314 Leadership in American Political Development
PSCI/LEAD 327 Leadership and Strategy
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI/LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
PSCI/LEAD 367 The Politics of American National Security
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 282 The United States and the World, 1776 to 1914
HIST 283 The United States and the World, 1914 to the Present
PSCI/LEAD 120 America and the World
Leadership Studies

LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

Crosslistings: LEAD 125/PSCI 125

Leadership has long been a central concept in the study of politics. Philosopher 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 precisely because universal answers to the major questions in leadership studies are 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: openfield in Political Science major
Distributional Requirements: Division 2

Fall 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Mason Williams

LEAD 127(S) America First?The Trump Era and the Future of World Politics
Crosslistings: PSCI 127/LEAD 127

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Class Format: lecture
Requirements/Evaluation: two short papers, midterm, 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: first and second-year students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses
Spring 2018
LEC Section: 01 W 07:00 PM 09:40 PM Instructors: James McAllister, Chris Gibson

LEAD 141 Bandits and Warlords
Crosslistings: PSCI 141/GBST 141/LEAD 141

A leading scholar once opined that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, the collapse of government meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, 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
Prerequisites: none; open only to first-years and sophomores
Enrollment Preferences: first-years
Enrollment Limit: 50
Expected Class Size: 40
Distributional Requirements: Division 2
Other Attributes: LEAD Facets or Domains of Leadership
Not Offered Academic Year 2018
LEC Instructor: Ngondzazhe Munemo

LEAD 150(F) 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 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 Khullthum, Sayyid Qutb, Anwar Sadat, Naghib 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: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Elective Courses, LEAD Facets or Domains of Leadership

Fall 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Magnus Bernhardsson

LEAD 206T 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 affected by historical construction. Dangerous 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 American Domestic Leadership, LEAD Facets or Domains of Leadership, PSCI American Politics Courses

Not Offered Academic Year 2018 TUT Instructor: Nicole Mellow

LEAD 207 The Modern Middle East (D)

Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L

This survey course covers 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/historical case studies/presentations

Requirements/Evaluation: evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam

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: GBST Middle Eastern Studies Electives, HIST Group E Electives - Middle East, JWST Elective Courses, LEAD Facets or Domains of Leadership

Not Offered Academic Year 2018

LEC Instructor: Magnus Bernhardsson

LEAD 212 Sister Revolutions in France and America

Crosslistings: LEAD 212/HIST 389

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 tyrannical 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 was 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,陶奇维, 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 E Electives - Europe and Russia, HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodern, LEAD Facets or Domains of Leadership

Not Offered Academic Year 2018

SEM Instructor: Susan Dunn

LEAD 215(S) Race and Inequality in the American City (D)

Crosslistings: PSCI 215/LEAD 215

In the past half-century, American cities have gotten both much richer and much poorer. The making of “luxury cities” has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Class Format: seminar

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course

Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Mason Williams

LEAD 216P 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? This course examines the historical development of American constitutional law with special focus on the relationship between origins from the founding and 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-paragraph "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and liberties in American history.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and active class participation
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: JSL Enactment/Applications in Institutions, LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

Spring 2018
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Justin Crowe

LEAD 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? 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 liberties in American history.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and active class participation
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

Spring 2018
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Justin Crowe

LEAD 218 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 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 active 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, LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

Not Offered Academic Year 2018
LEC Instructor: Nicole Mellow

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 Vietnam and the 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: 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 2018
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 sector leaders. 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 of American political leaders, 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 of America's best political orators, the special requirements of crisis 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 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 2018
SEM Instructor: Jane Swift

LEAD 261 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 Soviet Union collapsed in 1991, some spoke of the United States as a "hyperpower," but how should 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 mid-term 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 2018
LEC Instructor: Robert McMahon
LEAD 262 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? 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, historians, 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 analyzes 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 short assignments  
Prerequisites: none; PSCI 202 is recommended but not required  
Enrollment Preferences: Political Science majors and Leadership Studies concentrations  
Enrollment Limit: 19  
Expected Class Size: 19  
Distributional Requirements: Division 2  
Other Attributes: LEAD American Foreign Policy Leadership, PSCI International Relations Courses  
Not Offered Academic Year 2018  
LEC Instructor: Robert McMahon

LEAD 267 International Relations of the Middle East  
Crosslistings: PSCI 267/ARAB 267/LEAD 267  
This course provides an overview of the international relations of the Middle East, with a special focus on the period from the late nineteenth century to the present. Students will learn about the region's geopolitical significance from both an historical and political science perspective. The first part of the course focuses primarily on the Middle East's impact on the international system throughout the late nineteenth and twentieth centuries, while the second part of the course examines contemporary issues. In substantive terms, the class covers the rise of the Zionist movement; the effects of the First World War on the Middle East; the international politics of the Arab-Israeli conflict; the geopolitics of the area's energy resources; the Cold War in the Middle East; the causes and consequences of the Iranian Revolution; the rise of Islamist movements; the Arab Spring; terrorism; the specter of nuclear proliferation in the area; the Syrian conflict; and the role of the United States in the Middle East. By the end of the term, students should have an enhanced understanding of the major dilemmas related to the region's place in the international system.  
Class Format: lecture  
Requirements/Evaluation: class participation, two 5- to 6-page papers, midterm, final  
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 concentrations  
Enrollment Limit: 30  
Expected Class Size: 30  
Distribution Notes: meets Division 2 requirement if registration is under ARAB  
Distributional Requirements: Division 2  
Other Attributes: PSCI International Relations Courses  
Not Offered Academic Year 2018

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 and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others. Our primary means of doing so will be through 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 the 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 pre-conflict, congressional, and military leadership and include prominent guest speakers from the world of American politics.  
Class Format: lecture/discussion  
Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 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: LEAD concentrators and PSCI majors  
Enrollment Limit: 20  
Expected Class Size: 20  
Distributional Requirements: Division 2  
Other Attributes: LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership, PSCI American Political Courses  
Fall 2017  
LEC Instructor: Robert McMahon

LEAD 295(F) Leadership and Management  
This is a survey of theories about leadership, organizations, and management. The lecture material provides an overview of the international relations of the Middle East, from both an historical and political science perspective. The first part of the course focuses primarily on the Middle East's impact on the international system throughout the late nineteenth and twentieth centuries, while the second part of the course examines contemporary issues. In substantive terms, the class covers the rise of the Zionist movement; the effects of the First World War on the Middle East; the international politics of the Arab-Israeli conflict; the geopolitics of the area's energy resources; the Cold War in the Middle East; the causes and consequences of the Iranian Revolution; the rise of Islamist movements; the Arab Spring; terrorism; the specter of nuclear proliferation in the area; the Syrian conflict; and the role of the United States in the Middle East. By the end of the term, students should have an enhanced understanding of the major dilemmas related to the region's place in the international system.  
Class Format: seminar  
Requirements/Evaluation: active class participation, several brief (1 to 2 pages) response papers, a short midterm paper, & a longer final paper, which will be written by a team of two students during the tutorial portion of the course.  
Extra Info: the final paper will focus on two cases of each team's choice may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Preferences: Leadership Studies concentrators and sophomores, juniors and seniors  
Enrollment Limit: 20  
Expected Class Size: 20  
Distributional Requirements: Division 2  
Other Attributes: LEAD Facets or Domains of Leadership  
Fall 2017  
LEC Instructor: Chip Chandler

LEAD 301(S) Museums: History and Practice  
Crosslistings: ARTH 501/LEAD 301  
This course will examine the history of museums in Europe and America, focusing on historical traditions and current expectations affecting institutional operations today. Historical tradition and current practice as they relate to museum governance and administration, architecture and installation, acquisitions and collections, and cultural property issues as well as the many roles of exhibitions in museum programming will be addressed, along with museums' social responsibility as scholarly and public institutions in an increasingly market-driven, nonprofit environment.  
Class Format: seminar  
Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers  
Extra Info: may not be taken on a pass/fail basis  
Enrollment Preferences: Graduate Program students then to senior Art History majors  
Enrollment Limit: 14  
Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major  
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD  
Distributional Requirements: Division 1  
Other Attributes: AMST Space and Place Electives, LEAD Facets or Domains of Leadership  
Spring 2018  
LEC Instructor: Chip Chandler
LEAD 309 Problems and Progress in American Democracy
Crosslistings: PSCI 309/LEAD 309
"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." 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 to thinking 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 address several key questions. How has the 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, and historical documents, political authority (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, the place of the judiciary in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also with a deeper understanding of 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, at least 3 to 4-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
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 prospective majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives, LEAD Facets or Domains of Leadership, PHIL - Related Courses, PSCI American Politics Courses, PSCI Political Theory Courses
Spring 2018: TUT Section: T1 TR 08:30 AM 09:45 AM 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 also has 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 history, 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; not available for the fifth course option
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 2018
SEM Instructor: Nicole Mellow

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (W)
Crosslistings: CLAS 323/LEAD 323/HIST 323
Visionary, opportunist, reformer, 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, who always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the form and presence of leadership? To what extent did the systems and the form of leadership determine the character and effectiveness of the leaders? How did different 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 Alexander the Great, we will focus analysis more broadly on the character and challenges of leadership in Greek political thought, historical 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, the place of the judiciary in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also with a deeper understanding of exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: seminar
Requirements/Evaluation: class participation, several short papers, 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: PSCI 201 or permission of instructor
Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2, Writing Intensive
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 prospective majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives, LEAD Facets or Domains of Leadership, PHIL - Related Courses, PSCI American Politics Courses, PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Nicole Mellow

LEAD 312(S) American Political Thought (W)
Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational ideas — about what makes for good government, about what constitutes the good society — it is necessary to lead a contentious life and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical view of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate — reconciling where possible, distinguishing where necessary, interpreting in all instances — the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, 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: 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 final presentation (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
LEAD 325 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 law changes and governments of all stripes. 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 balance Rome 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, 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
Other Attributes: HIST Group E Electives - U. S. + Canada
Not Offered Academic Year 2018
SEM Instructor: Susan Dunn

LEAD 327 Leadership and Strategy (W)
Crosslistings: PSCI 327/LEAD 327
This class 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 objectives. 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 the strategic choices in international relations.
Class Format: seminar
Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam
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: LEAD Facets or Domains of Leadership, PSCI International Relations Courses
Not Offered Academic Year 2018
SEM Instructor: Galen Jackson

LEAD 330(F) Ethics, Scandals & Leadership
Unfortunately, ethical scandals are and always have been a regular occurrence in all walks of life throughout the world. Oftentimes a scandal results simply from the actions of an isolated individual, be it a corrupt politician, businessman, or any other individual who is in a position to benefit from an unethical action. Perhaps even more troublingly, sometimes all or parts of an organization can become mired in a scandal that requires the writing or unwitting complicity of not only corrupt individuals, but also many others who are regarded by their friends and families—and who consider themselves—ethical people. Occasionally, a scandal even involves cooperation among organizations, as was the case of the tobacco industry's concerted denial of the dangers of smoking for decades, thereby expanding the number of otherwise ethical individuals complicit in unethical action. The focus of this course is twofold. The first objective is to understand the role of leadership at all levels in causing or failing to prevent such scandals. The second is to explore how organizations can both protect themselves from unethical and/or ineffective leaders, and how ethical leaders can best discourage unethical behavior within their organizations.
Class Format: seminar
Requirements/Evaluation: class participation plus several papers of varying lengths
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Leadership Studies concentrators and those who have taken LEAD 125/PSCI 125 and/or LEAD 295
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2
Other Attributes: LEAD Ethical Issues of Leadership
Fall 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Chip Chandler

LEAD 338T Garveyism (W)
Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores the life, work, political thought, and activism associated with Marcus Garvey and his Jamaican followers, focusing on 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 in political thought and alliances 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 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: seminar
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; not available for the fifth course option
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 2018
TUT Instructor: Neil Roberts

LEAD 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 Chaplin 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 Galilei (discovery of the planet Jupiter, moons of Jupiters, 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, Edmund Halley (Messallanai 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 Chaplin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astrological 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: LEAD Facets or Domains of Leadership, SCST Related Courses
Not Offered Academic Year 2018
SEM Instructor: Jay Pasachoff

LEAD 348T(S) The Black Radical Tradition (W)
Crosslistings: AFR 348/LEAD 348/PSCI 348
The black radical tradition is a modern tradition of thought and action begun...
LEAD 355T 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: Africana Studies concentrators, Leadership Studies concentrators, Political Science majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: LEAD Core Electives

Spring 2018
TUT Section: T1
Instructor: Neil Roberts

LEAD 360 (F) The Political Thought of Frantz Fanon (W)
Crosslistings: AFR 360/PHIL 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 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 his ideas have 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

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

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, Political Science majors

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

Fall 2017
SEM Section: 01
MR 01:10 PM 02:25 PM
Instructor: Neil Roberts

LEAD 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 expand the role of the United States in 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: 4 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 2018
TUT Instructor: James McAllister

LEAD 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 focus on American foreign policy leadership, including the political, military, and economic dimensions of American foreign policy. We will assess the impact of the Cold War on American policymakers and their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will examine the experiences of two key American 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: 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 2018
SEM Instructor: Douglas MacDonald

LEAD 367 (S) The Politics of American National Security
Crosslistings: PSCI 367/LEAD 367

Liberal democracies face the challenge of establishing effective civil-military relations and promoting the 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 forced to adapt the values of the society they protect, and should military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using 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 8-10 page analytic essays, 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: 15

Expected Class Size: 18
LEAD 369(S) The Crisis of Leadership
Crosslistings: LEAD 369/PSCI 369

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment—an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leaders have resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: seminar
Requirements/Evaluation: class participation, regular response papers, research proposal, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

LEAD 400(S) 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? 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: 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

LEAD 402(S) Leadership, Crisis and Controversy
Crosslistings: LEAD 402/PSCI 402

This course explores Vietnam's twentieth century wars, including an anti-colonial insurgency which, paradoxically, has catapulted charismatic leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leaders have resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: seminar
Requirements/Evaluation: class participation, regular response papers, research proposal, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

LEAD 403 Making it in Africa: Business in African History
Crosslistings: HIST 403/AFR 353/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 demonstrated 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 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

LEAD 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 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 the great real 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

LEAD 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 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

Linguistics

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

Offered 2017-2018
ANTH 262 Language and Power
ARB 227 Language and Society: What Does Your Speech Say about You?
BIOL 409T Cultural Evolution in Biological Systems
CHIN 252 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
COGS/PHIL 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
JAPN 258 Language and Literacy Development

Not Offered 2017-2018
ARB 224 Second Language Learning: The Learner, the Classroom, and the Social World
CHIN 431 Introduction to Chinese Linguistics
JAPN 131 Introduction to Japanese Linguistics
PHIL 203 Logic and Language
PHIL 280 Frege, Russell, and the Early Wittgenstein
PHIL 304 Philosophy of Language

Materials Science Studies (DIV III)

Advisory Committee: Professors: D. AALBERTS*, P. KARABINOS, D. LYNCH, L. PARK*. Associate Professor: S. GOH.
Assistant Professor: K. JENSEN

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 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 348 Polymer Chemistry
CHEM 361 Physical Chemistry: Structure and Dynamics
CHEM 364/ENVI 364 Instrumental Methods of Analysis
CHEM 366 Physical Chemistry: Thermodynamics
GEOS 202 Mineralogy

PHYS 201 Electricity and Magnetism
PHYS 202 Vibrations, Waves and Optics
PHYS 210/MATH 210 Mathematical Methods for Scientists
PHYS 234/GEOS 234 Intro to Materials Science
PHYS 301 Quantum Physics
PHYS 302 Stat Mech, Quantum & Thermodynamics
PHYS 405 Electromagnetic Theory
PHYS 411 Classical Mechanics
PHYS 451 Condensed Matter Physics

Mathematics 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 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 II
Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (one course)
Mathematics 209 Differential Equations
or Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)
Mathematics 200 Discrete Mathematics
or Statistics 201 Statistics and Data Analysis
Statistics 231 Statistical Design of Experiments
or a more advanced applied/discrete/statistics course with prior department approval

Core Courses (three courses)
Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra

Completion (three courses plus colloquium)
Two electives from courses numbered 300 and above, or STAT 231
Any course numbered between 400 and 479, taken in the senior year.
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 of equal or higher level 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 here.

Double Counting: No course may count towards two different majors.

Early Senior Seminar: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course requirement in the junior year, provided that the student has completed at least three 300-level mathematics courses before enrolling in the Senior Major Course.

Planning Courses: Core courses Mathematics 350, 351, 355, and Statistics 346 are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

Course Admission: 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 MATHEMATICS

The degree with honors in Mathematics 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 mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a “minithesis” and a presentation. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursue actuarial honors and write a paper. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

APPLIED MATHEMATICS TRACK

Students interested in applied mathematics, engineering, or other sciences should consider:
Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus
Statistics 201 Statistics and Data Analysis
Mathematics 250 Linear Algebra
Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra
Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you’ve had CSCI 134)
MATH 309 or Post-core Differential Equations/ Numerical Methods
Senior seminar (e.g. Math Biology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Mathematics has exchange programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:
Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus
Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis
Mathematics 355 Abstract Algebra
Complex Analysis
Topology
Some second semester analysis
Some second semester algebra
Some post-core geometry
Thesis

[Senior seminar can be waived in favor of hard post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in continuing their study of mathematics in graduate school should take STAT 201, 231, 346, a 400 level statistics course and MATH 350 and 341.

OTHER CAREER PATHS

Other Graduate and Professional Schools: An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Center Counseling.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.

MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (ten courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics.

Mathematics (2 courses)
MATH 150 or 151 Multivariable Calculus or equivalent high school course
MATH 250 Linear Algebra

Computer Science (1 course)
CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 Courses)
STAT 201 Statistics and Data Analysis or STAT 202 Introduction to Statistical Modeling
STAT 346 Regression and Forecasting
STAT 341 Probability
STAT 360 Inferential Statistics

Continuation (2 Courses)
Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 Course)
The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement
Participation in the Department Colloquium series, in which all senior majors present and attend talks on statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

PLACEMENT
Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

MATH 102T (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 mathematics covered includes precalculus 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: access to the course is limited to placement by a quantitative skills counselor
Enrollment Preferences: students who need most help with the quantitative reasoning
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Fall 2017
TUT Section: T1 TBA Instructor: Mihai Stoiciu

MATH 113(F) The Beauty of Numbers (Q)
Have you ever wondered what keeps your credit card information safe every time 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 projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Fall 2017
LEC Section: 01 TR 11:20 AM 12:35 PM 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? Why? 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 Notes: meets Division 3 requirement if registration is under INTR
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Not Offered Academic Year 2017
LEC Instructor: Allison Pacelli

MATH 120 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)
What is mathematics? How can it bring beauty 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) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Class Format: lecture/discussion
Requirements/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
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, Quantitative/Formal Reasoning Not Offered Academic Year 2017
LEC Instructor:

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: will be based primarily on exams, homework and quizzes
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before
Enrollment Limit: 50
Expected Class Size: 30
Dept. Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Lori Pedersen
LEC Section: 02 TR 02:35 PM 03:50 PM Instructor: Cory Colbert
Spring 2018
MATH 140(F,S) Calculus II (Q)
Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. 

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor
Enrollment Limit: 40
Expected Class Size: 30
Dept. Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Haydee Lindo
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Haydee Lindo
LEC Section: 03 MWF 11:00 AM 11:50 AM Instructor: Haydee Lindo

Spring 2018
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Mihai Stoiciu

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
Dept. Notes: this course is the right starting point for students who have seen differentiation and integration before; students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in MATH 150
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017
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
LEC Section: 03 MWF 11:00 AM 11:50 AM Instructor: Stewart Johnson

Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Steven Miller
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Steven Miller

MATH 151(F) 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 infinite series. 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
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Colin Adams
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Colin Adams
LEC Section: 03 MWF 11:00 AM 11:50 AM Instructor: Colin Adams

Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Steven Miller
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Steven Miller
LEC Section: 03 MWF 11:00 AM 11:50 AM Instructor: Steven Miller

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 given 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; students who have taken a 300-level math course should obtain permission of the instructor before enrolling
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Ralph Morrison
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Ralph Morrison

Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Susan Loepp
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Chad Topaz
LEC Section: 02 MWF 11:00 AM 11:50 AM Instructor: Chad Topaz

MATH 209 Differential Equations (Q)
Historically, both mathematics and physics have been intertwined with efforts 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
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Not Offered Academic Year 2018

LEC Instructor: Julie Blackwood

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
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Spring 2018
LEC Section: 01 TR 09:55 AM 11:10 AM Instructors: David Tucker-Smith, Daniel Aalberts

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 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Julie Blackwood
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Julie Blackwood

Spring 2018
LEC Section: 01 TR 09:00 AM 09:55 AM Instructor: Pamela Harris
LEC Section: 02 TR 09:55 AM 11:10 AM Instructor: Pamela Harris

MATH 285 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
sparked 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, field questions, and offer guidance on homework questions. Students will also attend the MATH 200 lecture, and do some grading for the course. Anyone interested in this course should contact Prof. Pacelli early in the fall semester if possible.

Class Format: tutorial/teaching
Requirements/Evaluation: evaluation will be based primarily on written work, oral presentations, teaching performance, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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: Division 3, Quantitative/Formal Reasoning
Other Attributes: TEAC Related Courses
Not Offered Academic Year 2018
TUT Instructor: Alison Pacelli

MATH 293T 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 formulae 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: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
TUT Instructor: Pamela Harris

MATH 306(S) Fractals and Chaos (Q)
Early in the course we introduce the notion of dynamical systems. Then we will develop the mathematics behind iterated function systems and study the notions of fractals and chaos. There will be a lot of computer experimentation with various programs and resources which the students are expected to use to learn and discover properties of fractals. The final projects will include dimension complex dynamics and the Mandelbrot set.

Class Format: lecture
Requirements/Evaluation: homework, projects and exams
Prerequisites: MATH 250
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Cesar Silva

MATH 307(F) Computational Linear Algebra (Q)
Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational fluid and structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implementing them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; and Monte Carlo techniques. This course could also be considered a course in numerical analysis or computational science.

Class Format: lecture
Requirements/Evaluation: quizzes/exams, problem sets, projects and activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Math 250, some elementary computer programming experience is strongly recommended
Enrollment Preferences: Professor's discretion
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Fall 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Chad Topaz

MATH 309(S) Differential Equations (Q)
Historically, much beautiful mathematics has arisen from attempts to explain physical, chemical and biological 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. We will study techniques for solving first-order nonlinear equations, nth-order linear equations, systems, and partial differential equations. Topics include series solutions, the Laplace transform, stability, phase plane analysis, the matrix exponential, and separation of variables.

Class Format: lecture
Requirements/Evaluation: problem sets and exams
Prerequisites: MATH 150/151, MATH 250, students may not normally get credit for both MATH 309 and MATH 209 or MATH/PHYS 210
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Julie Blackwood

MATH 310(S) Mathematical Biology (Q)
Crosslistings: Mathematical Biology/Math 250
This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics. In addition to lecture and discussion sessions, there will be computer labs and a final project.

Class Format: lecture
Requirements/Evaluation: homework, exams, final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 209 (or related), MATH 250, or permission of instructor
Enrollment Preferences: students who have not taken a modeling course as well as students interested in pursuing mathematical biology
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Julie Blackwood

MATH 313 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: 40
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
LEC Instructor: Steven Miller

MATH 316 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 cryptography - the various programs and resources which the students are expected to use to learn and discover properties of fractals. The final projects will include dimension complex dynamics and the Mandelbrot set.

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
MATH 318T 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: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
LEC Instructor: Susan Loepp

MATH 319 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-growing gene and protein data-sets can provide key insights into human disease. In this course, we will study 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 patterns 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 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 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 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 319 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
Not Offered Academic Year 2018
LEC Instructor: Lois Banta

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 nasty tangled knot, how do you tell if it can be untangled without cutting it open?” Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will consider methods of knot tabulation, surfaces applied to knots, polynomials 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 problem sets, midterms, a paper and a 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 2018
LEC Instructor: Colin Adams

MATH 323 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 mention a few 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 2018
LEC Instructor: Colin Adams

MATH 325 Set Theory (Q)
Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, Goedel’s Incompleteness Theorem. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance 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 2018
LEC Instructor: Thomas Garrity

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 problem sets, midterms and a final exam
Prerequisites: MATH 250
Enrollment Limit: none
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
LEC Instructor: Thomas Garrity

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 theoretic ideas (discussing visibility, polyhedra, 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 algorithms 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; not available for the fifth course option
Prerequisites: MATH 200 or MATH 250 or CSCI 256
Enrollment Preferences: preference given to upperclassmen
Enrollment Limit: 15
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018

MATH 328(F) Combinatorics (Q)
Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, and the principle of inclusion and exclusion.

Class Format: lecture
Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 200 and MATH 250 or permission of the instructor
Enrollment Preferences: discretion of the instructor
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
LEC Instructor: Colin Adams
MATH 329T(S) Discrete Geometry (Q)
Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

Class Format: tutorial
Requirements/Evaluation: based primarily on participation, problem sets, oral presentations, an oral exam, and a final project
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
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2018
LEC Section: 01
TR 09:55 AM 11:10 AM
Instructor: Pamela Harris

MATH 331 The Little Questions (Q)
Using math competitions such as the Putnam Exam as a springboard, in this class we will 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 "aha" 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
Enrollment Limit: 30
Expected Class Size: 25

LEC 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

Spring 2018
LEC Section: 01
TR 11:20 AM 12:35 PM
Instructor: Stewart Johnson

MATH 341(F) Probability (Q)
MATH 361/STAT 341
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 permission of instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017
LEC Section: 01
TR 09:55 AM 11:10 AM
Instructor: Thomas Garnett

MATH 350(F) 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 2017
LEC Section: 01
MW 10:00 AM 10:50 AM
Instructor: Cesar Silva

Spring 2018
LEC Section: 01
MW 12:00 PM 12:50 PM
Instructor: Cesar Silva

MATH 351(F) Applied Real Analysis (Q)
Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton’s action and Lagrange’s equations, optimal economic strategies, non-Euclidean geometry, and general relativity.

Class Format: lecture
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
Prerequisites:

Extra Info:

Requirements/Evaluation:

Class Format:

Many of these methods are not only applicable to commutative algebra, but various "splittings" of the Frobenius allow us to easily detect of a ring, Cohen will study several standard notions in commutative algebra, such as regularity characteristic. This is the smallest multiple of 1 that equals 0. Working

MATH 368(S) Positive Characteristic Commutative Algebra (Q)

In commutative algebra, one of the most basic invariants of a ring is its characteristic. This is the smallest multiple of 1 that equals 0. Working over a ring of characteristic zero, versus a ring of characteristic p>0, dramatically changes the proof techniques available to us. This realization has had tremendous consequences in commutative algebra. One of the most useful tools in characteristic p is the Frobenius homomorphism. In this course we will study several standard notions in commutative algebra, such as regularity of a ring, Cohen-Macaulayness, and being normal and we will see how various "splitting" of the Frobenius allow us to easily detect these properties. Many of these methods are not only applicable to commutative algebra, but also to number theory and algebraic geometry.

Class Format: lecture

Requirements/Evaluation: homework and a final exam

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

Prerequisites: MATH 355 or permission of instructor

Enrollment Preferences: Math majors primarily, and juniors and seniors secondarily

Enrollment Limit: 30

Expected Class Size: 15

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Spring 2018

LEC Section: 01 MF 09:00 AM 09:50 AM Instructor: Andrew Byrdon

MATH 369 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 a formal basis 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 students. Competent completion of the course will be based on Grandma's 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 our material. No number theory background is assumed, and we will discuss problems. Additionally, we often need the solutions quickly. Operations

Instructor: Mihai Stoiciu

Fall 2017

LEC Section: 01 MF 10:00 AM 10:50 AM Instructor: Mihai Stoiciu

LEC Section: 02 MF 11:00 AM 11:50 AM Instructor: Mihai Stoiciu

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: 30 (Fall 60) (Spring)

Expected Class Size: 30-60

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017

LEC Section: 01 MW 09:00 AM 09:50 AM Instructor: Susan Loepf

Spring 2018

LEC Section: 01 MW 09:00 AM 09:50 AM Instructor: Thomas Garrity

LEC Section: 02 MW 10:00 AM 10:50 AM Instructor: Thomas Garrity

MATH 361(F) Theory of Computation (Q)

Crosslistings: CSCI/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. Additionally, we often need the solutions quickly. Operations

Instructor: Steven Miller

Fall 2017

LEC Section: 01 MF 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 polynomials 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

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, a midterm exam, and a final exam

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

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 2017

LEC Section: 01 MF 09:00 AM 09:50 AM Instructor: Andrew Byrdon

MATH 372(F) 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

Fall 2017

LEC Section: 01 MF 09:00 AM 09:50 AM Instructor: Steven Miller

MATH 374T 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 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: lecture

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

Not Offered Academic Year 2018

LEC Section: 01 MF 09:00 AM 09:50 AM Instructor: Andrew Byrdon

MATH 377 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're 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 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, statistical) 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

**Not Offered Academic Year 2018**

**LEC Instructor:** Steven Miller

---

**MATH 378 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 objects 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

**Not Offered Academic Year 2018**

**LEC Instructor:** Ralph Morrison

---

**MATH 379 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, WKB 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

**Not Offered Academic Year 2018**

**LEC 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 exams, 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 2018**

**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, distribution 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

**Dept. Notes:** http://web.williams.edu/Mathematics/sjmiller/public_html/389/

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

**Not Offered Academic Year 2018**

**LEC Instructor:** Steven Miller

---

**MATH 392(F) Undergraduate Research Topics in Graph Theory (Q)**

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this tutorial we focus on two topics of mathematical research in graph theory: evasion-pursuit games on graphs and domination theory. Students in this project-based tutorial will select among the presented topics, and will begin original research on an open problem in the field. Student assessment is based on problem sets, drafts of research project manuscript, and a final oral class presentation.

**Class Format:** tutorial

**Requirements/Evaluation:** homework assignments, oral presentations, and written project manuscript

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

**Prerequisites:** MATH 355 or permission of the instructor

**Enrollment Preferences:** programming experience, students with interests in the intersection of combinatorics and graph theory

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

**Fall 2017**

**TUT Section:** T1 \ TBA **Instructor:** Pamela Harris

---

**MATH 394(S) 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

**Spring 2018**

**LEC Section:** 01 **MR 02:35 PM** **03:50 PM** **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

**Fall 2017**

**IND Section:** 01 **TBA** **Instructor:** Susan Loepp

---

**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 2018**

**IND Section:** 01 **TBA** **Instructor:** Susan Loepp

---

**MATH 401 Functional Analysis (Q)**

Functional analysis can be viewed as linear algebra on infinite-dimensional spaces.
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 Schrödinger operator.

**Class Format:** lecture

**Requirements/Evaluation:** weekly problem sets, two midterms, final exam

**Prerequisites:** MATH 350 or 351 or permission of instructor

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

---

**MATH 402 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 (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate study in mathematics, statistics, and economics.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based primarily 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(F) 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 permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Department Notes:** senior seminar 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. This class 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 assign 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/~sml/406.

**Class Format:** tutorial and economics

**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 undergraduate year

**Prerequisites:** for those taking 369T: 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/BOL 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 parameters, consequences of policy decisions. We will learn how to understand these models through both traditional analytical techniques such as stability analysis 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 offering

**Prerequisites:** MATH 250 or permission of instructor; Math 209 preferred

**Enrollment Preferences:** students with interests in the intersection of math and biology

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Department Notes:** Does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

---

**MATH 411 Commutative Algebra (Q)**

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. The 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 Attitude Theorem.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework and exams

**Prerequisites:** MATH 350 or permission of instructor

**Enrollment Limit:** 30

**Expected Class Size:** 15

**Department Notes:** senior seminar course

**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, and it 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 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:** 40

**Department Notes:** senior seminar course

**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 factoring process is essentially unique. In more general settings, it often still makes sense to factor numbers into “primes,” but the factorization is not 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
MATH 420(T) 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 answering these questions and similar questions in number theory, relying on tools and methods from analysis. The goal of this tutorial 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: 25
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Allison Pacelli

MATH 421(S) Quandles, Knots and Virtual Knots (Q)
A quandle is an algebraic object that, like a group, has a "multiplication" of pairs of elements that satisfies certain axioms. But the quandle axioms are very different from the group axioms, and quandles turn out to be incredibly useful when considering the mathematical theory of knots. In this course, we will learn about this relatively new area of research (1982) and learn some quandle theory and see how quandles apply to both classical knot theory and the relatively new area of virtual knot theory (1999).

Class Format: lecture
Requirements/Evaluation: problem sets, tests, and a 3-page paper
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: 25
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Leo Goldmakher

MATH 422(F) Algebraic Topology (Q)
Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups and having homeomorphic universal covers.

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 355 or permission of instructor
Enrollment Preferences: MATH majors primarily, and Juniors and Seniors secondarily
Enrollment Limit: 30
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Fall 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Andrew Bydlon

MATH 424 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.
MATH 453(F) Partial Differential Equations (Q)
Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, fluid dynamics, neuroscience, thermodynamics, and more. We introduce PDE models and develop techniques for studying them. Topics include: derivation, classification, and physical interpretation of canonical PDE; solution techniques, including separation of variables, series solutions, integral transforms, and characteristics; and application to problems in the natural and social sciences.

Class Format: lecture
Requirements/Evaluation: quizzes/exams, problem sets, projects and activities
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Math 150-151; Math 209 or Math/Phys 210 or Math 309
Enrollment Preferences: Professor's discretion
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

MATH 456 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

MATH 466(F) Advanced Applied 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, as well as applications in engineering and economics. Topics include Lebesgue measure and integration, complex-valued functions, Fourier analysis, and linear functionals. A special emphasis will be placed on the study of the integral and its applications.

Class Format: lecture
Requirements/Evaluation: homework, exams, possible paper/presentation
Prerequisites: MATH 350 or MATH 351
Enrollment Preferences: discretion of the instructor
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

MATH 474(S) Tropical Geometry (Q)
This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

Class Format: lecture
Requirements/Evaluation: based primarily on participation, problem sets, quizzes, exams, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 355 or permission of instructor

Enrollment Preferences: senior Math majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

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 venous flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to introduce students to some of the techniques used in mathematical fluid dynamics that will lay the foundation for future research in this and other related areas. Briefly, 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 applications 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 Math majors
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
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. There is an entirely different method for describing real numbers: continued fractions, which give a particularly nice expansion of the number. Any 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: 15
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
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 Szemeredi'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
Not Offered Academic Year 2018
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)
STAT 202(F,S) 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 will 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 4 or 5 or STAT 101 or 201 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: EVST Methods Courses, PHLH Statistics Courses

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; not available for the fifth course option
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, PHLH Statistics Courses
Not Offered Academic Year 2018
TUT Instructor: Andrey Glubokov

STAT 341(F) Probability (Q)
Crosslistings: MATH 361/STAT 341
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 permission of the instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning

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 201 or 202, and MATH 150 and 250; or permission of instructor
Enrollment Limit: 22
Expected Class Size: 15

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 a 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 2018
LEC Instructor: Brianna Heggeseth

STAT 356 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 Not Offered Academic Year 2018
LEC Instructor: Laurie Tupper

STAT 359(S) Statistical Computing (Q)
This course introduces a variety of computational and data-centric topics of applied statistics, with a heavy emphasis on the R language, which is broadly useful for acquiring, manipulating, visualizing, and analyzing data. We will begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

Class Format: lecture
Requirements/Evaluation: based primarily on projects, homework, and exams
Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136
Enrollment Preferences: juniors and seniors, Statistics majors
Enrollment Limit: 30
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Spring 2018
LEC Section: 01
MW 10:00 AM 10:50 AM Instructor: Daniel Turek

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 or 202, STAT 341
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Spring 2018
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Bernhard Klingenberg

STAT 362(F) Design of Experiments (Q)
How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll look at both classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

Class Format: lecture
Requirements/Evaluation: based primarily on projects, homework, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346
Enrollment Preferences: seniors/juniors and Statistics majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Fall 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Laurie Tupper

STAT 365 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 has exploded in recent decades, being facilitated by 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 of 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 hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor
Enrollment Preferences: juniors and seniors, Statistics majors
Enrollment Limit: 30
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Not Offered Academic Year 2018
LEC 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; not available for the fifth course option
Prerequisites: STAT 201 and STAT 346
Enrollment Preferences: junior and senior Statistics majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3, Quantitative/Formal Reasoning Other Attributes: PHIL Statistics Courses Not Offered Academic Year 2018
LEC Instructor: Brianna Heggeseth

STAT 377 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 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

**Not Offered Academic Year 2018**

LEC Instructor: Steven Miller

---

**STAT 397(F) Independent Study: Statistics**

Directed independent study in Statistics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Fall 2017**

IND Section: 01 TBA Instructor: Susan Loepp

---

**STAT 398(S) Independent Study: Statistics**

Directed independent study in Statistics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Spring 2018**

IND Section: 01 TBA Instructor: Susan Loepp

---

**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 Preferences:** seniors and Statistics Majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

**Other Attributes:** PHLH Statistics Courses

**Fall 2017**

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:** 14

**Expected Class Size:** 10

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

**Spring 2018**

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Brianna Heggeseth

---

**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 tests, this course 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; not available for the fifth course option

**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

**Not Offered Academic Year 2018**

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 Statistics.

**Class Format:** independent study

**Distributional Requirements:** Division 3

**Fall 2017**

HON Section: 01 TBA Instructor: Susan Loepp

---

**STAT 494(S) 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 Statistics.

**Class Format:** independent study

**Distributional Requirements:** Division 3

**Spring 2018**

HON Section: 01 TBA Instructor: Susan Loepp

---

**STAT 497(F) Independent Study: Statistics**

Directed independent study in Statistics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Fall 2017**

IND Section: 01 TBA Instructor: Susan Loepp

---

**STAT 498(S) Independent Study: Statistics**

Directed independent study in Statistics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Spring 2018**

IND Section: 01 TBA Instructor: Susan Loepp

---

**MUSIC (DIV I)**

Chair: Professor MARJORIE HIRSCH

Professors: M. J. BLOXAM, E. GOLLIN, M. HIRSch, I. PEREZ, VELAZQUEZ 7***, W. A. SHEPPARD. Assistant Professors: C. CAMPBELL*, Z. WADsworth. Visiting Assistant Professor: S. POLITZ. Lyelli Bl. ClArtist in Residence in Jazz Activities/Lecturer in Music: K. ALLEN. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: R. FELDMAN. Lyelli Bl. ClArtist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence/Lecturer in African Music Performance: T. MUPARUTSA. Lyelli Bl. ClArtists in Residence: J. KURKOWICZ (Violin), D. STEVENSON (Piano). Artist in Residence in Percussory and Contemporary Music Performance: M. GOLD. Artist in Residence in Winds and Director of Williams College Wind Ensemble: B. MESSIER. 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. PRIDNLE (Musicianship Skills Labs), Ensemble Directors & Artis Associates: C. CAPRONI (Marching Band), D. CHANDRA (Table), V. CHANDRA (Sitar), S. CHENG (Chinese Strings), J. DEVOE (Flute), S. EVANS (Jazz Voice), J. GENOVA (Violin), C. JENKINS (Oboe), K. KIBLER (Voice, Co-Director of Williams Opera Workshop), M. KOLODNY (Saxophone), E. LAWRENCE (Piano, Organ, Harpsichord), B. LEWIS (Songwriting), TBD (Clarinet Choir, Clarinet), C. MEEMAN (Jazz Drums), E. MORSE (Harp), E. NAfZIGER (Voice, Co-Director of Williams Opera Workshop), J. NAZARENKO (Jazz Piano), A. NEU (Viola), N. PARKE (Cello), R. PhELPS (Classical and Jazz Guitar), K. RYER-PARKE (Voice), A. SHARPE (Jazz Bass, Co-Director of Small Jazz Ensembles, Faculty Advisor to Gospel Choir), V. SUGnARIAn (Horn), M. WALT (Voice), S. WALT (T Woodwind Chamber Music, Bassoon), D. WHARTON (Brass Ensemble, Classical and Jazz Trumpet), J. WHEELER (Classical and Jazz Trombone, Co-Director of Small Jazz Ensembles), E.
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 (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

200-level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300-level courses are designed for sophomores, juniors, and seniors 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.

400-level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

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:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 231</td>
<td>163, 164, or 261</td>
</tr>
<tr>
<td>Music 232</td>
<td>165, 166, 236, or 266T</td>
</tr>
<tr>
<td>Music 233</td>
<td>119, 138, 150, 151, 238, 244, 251, 252 or 254</td>
</tr>
</tbody>
</table>

One course in World Music/Ethnomusicology from the following:

- Music 111, 112, 117, 120, 121, 125, 126, 211, 220, 221, 222, 225, 226, 230, 258, 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, will satisfy the 400-level elective 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 highest 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 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(D) 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 away 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 phone, at a concert — how much can 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

Department Notes:

Distributional Requirements: Division 1

Fall 2017

LEC Section: 01 MWF 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 (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in-class and prepared singing, keyboard and rhythmic exercises.

Class Format: two weekly lectures

Requirements/Evaluation: evaluation will be based on written and practical quizzes, projects, participation, and a final exam

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

Prerequisites: none

368
Music Theory and Musicianship I

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. These courses are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lecture

Requirements/Evaluation: based on weekly written work, regular short writing assignments, and a final paper

Expected Class Size: 20

Distributional Requirements: Division 1

Spring 2018

LEC Section: 01 TR 10:20 AM 11:45 AM Instructor: Lawrence, Daniel Prindle, Ed Gollin

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

Other Attributes: EXPE Experiential Education Courses

Music Cultures of the World (D)

MUS 111(F) Music Cultures of the World (D)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will 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

Expected Class Size: 20

Department Notes: MUS World Music/Ethnomusicology

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: MUS World Music/Ethnomusicology

Fall 2017

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Sarah Politz

Distribution Notes: meets 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 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 music scene. Enrollments 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 the appropriate cultural frameworks, to hear music that they may find shockingly foreign with a different set of ears.

Class Format: lecture/discussion

Requirements/Evaluation: based on written and oral assignments based on two tests

Expected Class Size: 20

Distribution Notes: MUS World Music/Ethnomusicology

Jazz and Improvisation

MUS 104(A) 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 background in music theory. Knowledge of all major, minor and modal scales is necessary. The course will cover melodic and harmonic improvisation, with emphasis on improving the student's improvisatory skills. Required of all music majors.
This lecture and discussion course focuses on African-American music in its cultural context. Students will explore a range of issues concerning music's relation to national and ethnic identity, historical events, societal conflicts, and philosophical, literary, and artistic movements. The class will study works from a variety of musical traditions: e.g., Native American, religious, classical, popular, blues, Broadway, jazz, and rap.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm exam, and a final exam
Prerequisites: none
Enrollment Preferences: students with demonstrated interest in American Studies or Music
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2018
LEC Instructor: Marjorie Hirsch

MUS 119 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 of 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 perhaps rarely listens to intendently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the most innovative musicians in the history of rock. Finally, we will interrogate questions concerning music's relation to dance, and how it is enjoyed, by those who use it. Throughout, we will study the work of a variety of artists and the social and cultural changes they reflect, from rock and roll to punk, funk, the new wave, and post-punk movements. We will also explore the role of popular music in the development of social and political movements, including the civil rights movement, the anti-war movement, and the women's liberation movement.

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
Not Offered Academic Year 2018
LEC Instructor: W. Anthony Sheppard

MUS 120 Musics of Africa (D)

This course introduces a selection of musical cultures from the geographical breadth of Africa. Focusing on 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 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; not available for the fifth course option
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: 40
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 2018
LEC Instructor: Corinna Campbell

MUS 121F African Popular Music and Globalization (D)

This course will cover genres of Cuban folk, and popular music and the impact of globalization on music in the United States from its beginnings through the mid-twentieth century. Themes include: the continuation of Africanisms in American music, transculturation between Black and White American music, and the ever-changing sounds of American music in the U.S. There will be an emphasis on discussing music, listening to it, and attending concerts of live music for which there may be additional costs. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (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: combination of lecture and discussion
Requirements/Evaluation: attendance and participation, short response papers, a concert report, and a final paper or performance project
Prerequisites: none
Enrollment Preferences: majors in Music, Africana Studies, and Anthropology/Social Science
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: MUS World Music/Ethnomusicology
Fall 2017
LEC Section: 01
TR 09:55 AM 11:10 AM
Instructor: Sarah Politz

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, styles, and social characteristics of a number of Latin American social dance forms, including the探查 and tango, merengue and the Afro-Subranean gen-

ations music. 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
Requirements/Evaluation: one performance/analysis project, one group project (10-12 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: upperclassmen, Music majors, and Latin/o Studies concentrators
Enrollment Limit: 20
Expected Class Size: 15
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: Division 1, Exploring Diversity
Other Attributes: GBST Latin American Studies Electives, MUS World Music/Ethnomusicology
Not Offered Academic Year 2018
SEM Instructor: Corinna Campbell

MUS 126 Cuban Popular Music and Culture (D)

This class will cover genres of Cuban folk, and popular music and the impact that Cuban history has had on Cuban music, art, and culture in general.
Topics to be discussed will include the African influence on Cuban music between the 15th and 16th centuries, the contemporary coexistence of old African musical practices with new musical manifestations now purely Cuban, and the Spanish influence on the Punto Cubano or Punto Guajiro that flourished at the end of the 18th century as a family-neighborhood activity. We will also discuss the connection between folk music and the utilization of European techniques that gave as a result the danzon, the mambo, the cha cha, the Cuban son, as well as multiple genres of the Cuban canción (song). Other topics of discussion will include the strong bonds between Cuban music and North American music during the 20th century, and how the combination of folk music/professional music impacts a dynamic to Afro-Cuban jazz, and salsa. We will also discuss more recent developments of Afro-Cuban music such as timba cubana, Cuban hip hop, and the social issues relayed through the lyrics. A good understanding of Cuban music requires the understanding of Cuban people and their culture. We will discuss how Cuban music is and has been for centuries an expression and part of the religious 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, and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a series of quizzes, projects, in-class activities, and final performance reports; quizzes will include listening and identifying examples
Prerequisites: none
Enrollment Preferences: seniors, potential majors
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 1
Not Offered Academic Year 2018
LEC Instructor: Zachary Wadsworth
syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: lecture/discussion

Requirements/Evaluation: based on a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements: Division 1

Spring 2018

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: W. Anthony Sheppard

MUS 151 History of Jazz (D)

"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are three of the most beautiful things this country has ever created."—(George Washington 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 make fascinating leaps of creativity and invention or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross-institutional-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; mid-term 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, Exploring Diversity

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

Not Offered Academic Year 2018

LEC Instructor: Kris Allen

MUS 152 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 lens 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 respond to several responsive papers summarizing their 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, James 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, Antonio Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, John Coltrane, Charles Mingus, Jaco Pastorius, 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 social 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 social attitudes they hold. 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

Not Offered Academic Year 2018

LEC Instructor: Andrew Jaffe

MUS 163(S) 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 as 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. Along the way we will also consider Bach's legacy in the 19th and 20th centuries.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a listening diary, one 8- to 10-page paper, 4 mini-quizzes, a midterm, and a final exam

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

Prerequisites: none

Enrollment Preferences: students with a demonstrated interest in music

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 1

Spring 2018

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: M. Jennifer Bloxam

MUS 164 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 Brandenburg Concerti 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: students with a demonstrated interest in music

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements: Division 1

Not Offered Academic Year 2018

LEC Instructor: M. 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 complex relationships with his contemporaries; his remarkable innovation and 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

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2018

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,
MUS 171(S) Music and Spirituality: Cross-Cultural Perspectives (D) (W)
Crosslistings: MUS 117/REL 171

How does the sacred sound? 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 reflect and produce spiritual experience? This team-taught course will take a comparative 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, music and dance in spiritual practice, and the role of music created in the faces of death and its aftermath. Working from both musical and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the role of spiritual experiences with music. Class comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiah; Amerindian ceremonial repertory music; and spiritual experiences with music. This course examines the world of 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, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project
Prerequisites: none
Enrollment Preferences: students with a demonstrated interest in music
Expected Class Size: 15
Distributional Requirements: Division 1 Not Offered Academic Year 2018
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 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, Tuvan throat singing, and belting, 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: 10
Expected Class Size: 10
Distributional Requirements: Division 1 Spring 2018
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, 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, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The class 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
Dept. Notes: ARTS elective
Distributional Requirements: Division 1 Fall 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Brad Wells

MUS 177 Gender and Sexuality in Music (D)
Crosslistings: MUS 177/WGS 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 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 reified in music’s performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, and further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and music 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,
MUS 178T Music and Politics (W) Crosslistings: MUS 178/PSCI 178 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 up the question of “politics,” as music has 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 commentators 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 barometer for a society’s non-musical anxieties: Viennese fin-de-siècle 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 in tandem 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 comments 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: 15
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under PSSC
Distributional Requirements: Division 1, Exploring Diversity Not Offered Academic Year 2018
LEC Instructor: Corinna Campbell

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, written 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 projects, 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 2017
LEC Section: 01 TR 11:20 AM 12:35 PM 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, special 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: evaluation 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)
Prerequisites: MUS 201
Enrollment Preferences: Music majors
Enrollment Limit: 14
Expected Class Size: 12

MUS 204 Jazz Theory and Improvisation II Crosslistings: MUS 204/AFR 214 A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane’s “Three Tonic” harmonic system.
Class Format: two weekly seminar meetings, alternating between theory and performance sessions
Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project
Prerequisites: MUS 104b 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 2018
SEM Instructor: Kris Allen

MUS 205(F,S) Composition Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. 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: seminar
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) 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 Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Ileana Perez Velazquez
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Zachary Wadsworth

MUS 206(F,S) Composition II Beginning courses in musical composition. Size and number of required projects 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: seminar
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 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Ileana Perez Velazquez
Spring 2018
SEM Section: 01 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

Distributional Requirements: Division 1
Spring 2018
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Ed Gollin
LAB Section: 02 F 12:00 PM 12:50 PM Instructor: Daniel Prindle

MUS 209 Jazz Theory and Improvisation II Crosslistings: MUS 209/AFR 214 A continuation of MUS 109b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane’s “Three Tonic” harmonic system.
Class Format: two weekly seminar meetings, alternating between theory and performance sessions
Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project
Prerequisites: MUS 109b 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 2018
SEM Instructor: Kris Allen
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.

**Requirements/Evaluation:** evaluation will be based on weekly assignments, midterm and a final, large-scale project  
**Enrollment Preferences:** students must participate in all 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:** MUS 103 and 104  
**Enrollment Limit:** 8  
**Expected Class Size:** 4  
**Distributional Requirements:** Division 1  

**MUS 210 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, 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  

**MUS 211 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 Kulthum, 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 adjut 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  

**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, Lambar 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  

**MUS 221(S) 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 (South Africa) from Fela Kuti or the hip hop culture from Malawi or Kpanlogo (Gabon) from Bira N'guema. This course can be taken for academic and/or PE credit.  

**Class Format:** 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 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  

**MUS 222 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 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 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, Chipewa, Chima, 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 African Studies and Latino/Hispanic 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 2018**  

**MUS 225 Musics of the Caribbean (D)**  
**Crosslistings:** MUS 225/AFR 225  
From witty and politically charged calypsos to soulful bachatas, from folkloric guaguanco to trance-inducing Juju, from the tumbling rhythms of Congolese rumba to the catchy tunes of Bob Marley, students will learn to identify distinguishing features associated with particular countries and geographical locations.
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 Jamaica, chutney, salsa, merengue and music from Haitian Vodu and Cuban Santería 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 intersect?

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:

Enrollment Preferences: Music majors and Africana Studies or Latino/a Studies concentrators

Enrollment Limit: 25

Expected Class Size: 20

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: AFR Core Electives, MUS World Music/Ethnomusicology

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 result of Portuguese colonization, as well as how these musical elements and influences conjoined with those of the European immigrant population to create a variety of distinctly national musical styles, including Batucada, Choro, Frevo, Samba, Bossa Nova, and MPB (música popular brasileira). Composers and musicians whose work will be studied will include Alfredo da Rocha Viana Sr., Pixinguinha (Alfredo da Rocha Viana Jr.), Noel Rosa, Luiz Gonzaga(Gonzagão), Heitor Villa Lobos,A.C. Jobim, Gilberto Gil, Milton Nascimento, Hermeto Pascoal, Egberto Gismonti, Mario Adnet, and 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

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

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 strength in our subconscious. The discipline of ethnomusicology confronts 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 include methods and research 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: 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: EXPE Experiential Education Courses

MUS 231(F) Music in History I: Bach and Before

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 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 informed 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 in-class and online discussion participation, two papers, and 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 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: M. Jennifer Bloom

MUS 232(S) Music in History II: Classical and Romantic Music

This course explores the development of western classical music from 1750-1900 through the study of the major composers of the first half of the nineteenth century. 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 and the interrelationships of music, literature, and painting. Musical works to be studied include songs, piano pieces, chamber music, choral music, opera, and orchestral music.

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

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

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 2018

SEM Section: 01 MWF 10:00 AM 10:50 AM Instructor: Marjorie Hirsch Sheppard

MUS 233(F) Music in History III: Musics of the Twentieth Century

A survey of music 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 composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling 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

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

Prerequisites: ability to read music

Enrollment Preferences: Music majors

Enrollment Limit: 15

Expected Class Size: 10

Dept. Notes: required course for Music majors

Distributional Requirements: Division 1

Fall 2017

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: W. Anthony Bloxam

MUS 236 The Romantic Generation (W)

This course explores Romanticism in music through the lives and works of Franz Schubert, Frederic Chopin, Robert Schumann, and Franz Liszt. Music by these composers will be examined in connection with political, societal, philosophical, and aesthetic developments of the first half of the nineteenth century. The class will cover a broad range of Romantic topics, including the sublime, fantasy, myth, the exotic, rebellion, and intersections among music, literature, and painting. Musical works to be studied include songs, piano pieces, chamber music, choral music, opera, and orchestral music.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on class participation, four short papers totaling 20 pages, an oral presentation, and a final exam

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

Prerequisites: none, however, students should be able to read music

Enrollment Preferences: students with demonstrated interest in music

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 1, Writing Intensive

376
MUS 238(F) Music in Modernism (W)
The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau; Dezza, Brecht; Hindemith, Weill; Stravinsky, Niijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal of this course is to investigate the specific equivalents exist between techniques of modernist painting, poems, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: lecture/tutorial

Requirements/Evaluation: evaluation will be based on three papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required

Extra Info: students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division I, Writing Intensive

Fall 2017

LEC Section: 01 TR 09:55 AM-11:10 AM Instructor: W. Anthony Sheppard

MUS 244 Opera Since Einstein (W)

Crosslistings: MUS 254/FYC 257

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 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, Muti's Two Boys, Monk's Atlas, and Ashley's television opera, Perfect Lives.

Class Format: discussion/lecture

Requirements/Evaluation: evaluation based on 3 papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division I, Writing Intensive

Not Offered Academic Year 2018

LEC Instructor: W. Anthony Sheppard

MUS 247T Music for Theater Production Crosslistings: MUS 247T/THEA 243

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 design? Does one "write" 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 compose their own. Evaluation based on in-class participation, quizzes on assigned readings, midterm, final exams and a final project.

Extra Info: available for the fall course option

Prerequisites: ability to read music and permission of the instructor

Enrollment Preferences: Music and Theater Majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division I

Not Offered Academic Year 2018

TUT Instructor: Ileana Perez Velazquez

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 extra-weded works; midterm and final exams will also be given

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

Prerequisites: ability to read music notation

Enrollment Preferences: Jazz ensemble members and Music majors

Enrollment Limit: 10

Expected Class Size: 19

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

Distributional Requirements: Division 1

Not Offered Academic Year 2018

LEC Instructor: Andrew Jaffe

MUS 252 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 project 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 permission of instructor

Enrollment Preferences: musically literate students and Music majors

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

Not Offered Academic Year 2018

LEC Instructor: Andrew Jaffe

MUS 254(F) Bebop: The Revolution of Modern Jazz Crosslistings: MUS 254/AFR 254

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 not seen as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This course will survey the development of bebop in music and recording, and will complete the music history course begun with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and it's evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Class Format: seminar

Requirements/Evaluation: weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and biographies, and final exam

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

Enrollment Limit: 12

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

Not Offered Academic Year 2018

Other Attributes: AMST Arts in Context Electives

Fall 2017

377
MUS 258(S) Jazz and African Cultures (D)
In this course, students will explore the many historical and aesthetic relationships between the practice of jazz and West African expressive culture. In the first unit of the course, students will examine the networks of African culture, global economics, and power in the slave trade, with particular attention to the rhythmic, vocal, and spiritual cultures of Fon, Yoruba, Ashanti, and Kongo people and their transformations in the Caribbean, South America, and later Africa and the United States. In the second unit, students will take the course through the history of jazz musicians who drew explicitly on African culture as a source of inspiration, for example Randy Weston, John Coltrane, Dizzy Gillespie, and Art Blakey. This unit will also expose students to the development of the Latin jazz scene in New York City. In the third unit of the course, students will engage and experiment with 20th and 21st century African music from Afrobeat, brass band music, highlife, South African kwaito, Chak Achika music, and the ways that relationships between local traditions and global, black diasporic styles like jazz, funk, salsa, and hip hop. Throughout the course, contextual readings will be combined with practical musicanisharx exercises and short composition projects. Students will create a final performance or composition project in the style of one of the three units. The course will conclude with a final performance of student compositions and an examination of student work in the final meeting of the course.

Class Format: lecture; combination of lecture, discussion, and studio
Requirements/Evaluation: attendance and participation, short writing and practical assignments, and a final research and/or performance project
Prerequisites: none
Enrollment Preferences: majors in Music, Africana Studies, and Anthropology/Sociology
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity

MUS 261 The Saint and the Countess: Lost Voices of Medieval Women (W)
Course listings: 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 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 re-created 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
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under WGSS
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: M. Jennifer Bloxam

MUS 266T 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 an attempt to investigate such relationships to their literary sources; the staging 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 an analysis of 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. While 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
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018

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 extends far beyond these expectations. Some, following music critic Eduard Hanslick, assert that musical works are essentially “tonally moving forms”—patterns of sound with no reference to the world outside themselves; a work’s meaning derives solely from the interplay 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 not merely the expression of personal ideas but also the expression of stylistic or cultural values. How do musical works inform us about our world? How can we understand the way that music may encourage or support the development of the individual? What can music do to help us make sense of our world?

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- to 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
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: W. Anthony Sheppard

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. Puritans, 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 placing people 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, five 5- to 6-page papers/presentations, and five 1- to 2-page responses
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 2018

Exclusively for the benefit of our students, we have included this text as a helpful resource. It is strongly recommended that you consult the original source for the most accurate and comprehensive information.
MUS 276(F) Music and the Internet
Since the release of Napster in 1999, the Internet’s relationship with music has been simultaneously elevating and sometimes adversarial. While it has granted unprecedented access to a broad music library and made music available to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of copyright and ownership, copyright of music online, music’s place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

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: 20
Expected Class Size: 14
Fall 2017
LEC Section: 01
MR 02:35 PM 03:50 PM Instructor: Zachary Wadsworth

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 are played out in musical life from the Classical period to our own time. In addition to exploring works by canonical composers such as Mozart, Beethoven and Brahms, we will consider parlor music, virtuoso showpieces, and experimental work by such figures as Louis Moreau Gottschalk, Frank Liszt, and Henry Cowell. The style and technique of a broad range of classical and popular performers will be examined, ranging from Clara Schumann, Vladimir Horowitz, Arthur Rubinstein, and Glenn Gould to the phenomena of Liberace and Yanni. Finally, we will analyze several films in which the piano plays a central role, including 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 based on participation, several short papers and quizzes, and a final project
Prerequisites: Ability to read music
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 2018

MUS 278T(F) Carmen, 1845 to Now (D) (W)
Crosslistings: MUS 278/WGSS 245
The storied fervor and fate of Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden 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 figure, beginning with Prosper Mérimée’s 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and filmed versions of the opera itself, including Francesco Rosi’s stunning 1983 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin’s Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay Carmen, to the MTV version

Class Format: Tutorial, after initial group meetings to discuss Mérimée’s novel and Bizet’s music, students will meet with the instructor in pairs for one hour each week
Requirements/Evaluation: each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation
Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: None; ability to read music useful but not necessary
Enrollment Preferences: Sophomores and Juniors
Enrollment Limit: 10
Expected Class Size: 8
Fall 2017
LEC Section: 02
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, Writing Intensive

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, from early phonograph records and radio broadcasting to contemporary 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 these tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European Orientalism? How do Orientalist representation calibrate when the “exotic others” being represented are themselves Americans? Our own critical thought will be sharpened through analytical and interpretative events of specific works, such as Madame Butterfly, *Chinatown, My Chinatown,* The King and I, Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer’s Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

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

MUS 281-288(F,S) Individual Vocal and Instrumental Instruction
Individual vocal or instrumental instruction. Pass/fail 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 individual vocal or instrumental instruction contact the appropriate teacher (see Musical Director, 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 based upon 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 Oboe, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Piano, 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, 28 African Drumming, 29 Jazz Guitar, 30 Marching Band, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liupin/Pipa, 39 Zhongguan, 30 Sitar, 34Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liupin/Pipa, 39 Zhongruan

Prerequisites: permission of the individual instructor; enrollment limits apply on each section based upon studio space and student qualifications

Distributional Requirements: Non-Divisional

Fall 2017
LEC Section: 01
TBA Instructor: Marjorie Hirsch
LEC 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 the course for letter grade, but pass/fail as a fifth course, 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 ten one-hour coaching sessions 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 coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensemble will be organized based on skill levels and the instruments represented. For students in continuing 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, fill out a registration contract 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 coachings
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
Dept. Notes: students should register for 291 for their first semester enrolled in this course and should use the numbers 292-298 for subsequent semesters

Distributional Requirements: Non-divisional
Fall 2017
LSN Section: 01 TBA Instructor: Marjorie Hirsch
Spring 2018
LSN Section: 01 TBA Instructor: Marjorie Hirsch

MUS 301 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, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Josquin 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 composition 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
Not Offered Academic Year 2018
LEC 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 development. This tutorial is focused on the development of advanced aural skills specific to the disciplines of jazz performance and composition. It is offered two weekly meetings. In the first, tutorial pairs will meet individually with the instructor to present transcriptions of approved improvisations 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 performances as well, 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 performance and its relationship to the overall evolution of the given performer’s personal style.

Class Format: tutorial
Requirements/Evaluation: evaluation based on assessment of weekly assignments as described above
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: MUS 212 or MUS 104b - functional jazz keyboard skills, and permission of instructor
Enrollment Preferences: those students judged by the instructor to be best prepared
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2018
TUT Instructor: Andrew Jaffe

MUS 307(F, S) Composition III
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work. 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.

Class Format: seminar
Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01 TBA Instructor: Ileana Perez Velazquez
SEM Section: 01 TBA Instructor: Zachary Wadsworth
Spring 2018
SEM Section: 01 TBA Instructor: Ileana Perez Velazquez
SEM Section: 01 TBA Instructor: Zachary Wadsworth

MUS 308(F,S) Composition IV
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work. 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.

Class Format: seminar
Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01 TBA Instructor: Ileana Perez Velazquez
SEM Section: 01 TBA Instructor: Zachary Wadsworth
Spring 2018
SEM Section: 01 TBA Instructor: Ileana Perez Velazquez
SEM Section: 01 TBA Instructor: Zachary Wadsworth

MUS 309 Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of 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
Not Offered Academic Year 2018
LEC Instructor: Andrew Jaffe

MUS 330 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.”—Keele 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 cultural dimension 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 projects
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
Expected Class Size: 10
 Mandatory Lab Fee: Occasional fees to attend concerts; fee range free-$35
Distribution Notes: meets Division 1 requirement if registration is under
MUS 352T Interplay: Collaborative Traditions in Jazz
"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure." Ingrid Laubrock, Composer, vocalist. This faculty-led seminar will explore the nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of Miles Davis, John Coltrane, and others from the 1960s, as well as other notable jazz ensembles. They will also undertake a thorough profile of modern-day ensembles, including a performance-based final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

Class Format: tutorial
Requirements/Evaluation: an assortment of weekly writing/listening/transcription/analysis/composition/performance projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested
Enrollment Preferences: majors, jazz ensemble members
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2018
TUT Instructor: Kris Allen

MUS 371T 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 certain 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 help students define and clearly express ideas about music.

Class Format: tutorial; students will attend one weekly group lecture and one weekly tutorial meeting
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
Enrollment Preferences: those with the most theory background (MUS 103/104, 201/202)
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Ed Gollin

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 the 21st century, accompanied and unaccompanied, 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 bulk 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, regular 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
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Ronald Feldman

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 taken 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
Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option
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 may not be taken on a pass/fail basis; not available for the fifth course option 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 the Tuesday before the first Friday of the semester
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
Fall 2017
IND Section: 01 TBA Instructor: Marjorie Hirsch
Spring 2018
IND Section: 01 TBA Instructor: Marjorie Hirsch

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 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
Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option
Extra Info: Music 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 may not be taken on a pass/fail basis; not available for the fifth course option 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 the Tuesday before the first Friday of the semester
Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office
Dept. Notes: 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

381
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
Spring 2018
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 471 Timbre
Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this seminar will involve research in the history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tool specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and abstraction, from the rise of Haydn’s orchestra and the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well as in such traditions as Indian pannsori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiences with timbral effects will bring our seminar to bear on our musical performance.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on papers, presentations, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 are also recommended.
Enrollment Preferences: senior Music majors, junior Music majors
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: W. Anthony Sheppard

MUS 472 Bach’s Legacy (W)
This seminar, the culminating course in the music major, examines how composers after Bach have engaged and responded to his legacy. We will trace the course of the Classical and early Romantic period “Bach Revival” through Mozart, Beethoven, and Mendelssohn, and explore how he was 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 phenomenon 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 231/233 highly recommended
Enrollment Preferences: senior Music majors
Enrollment Limit: 12
Expected Class Size: 8
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Marjorie Hirsch

MUS 473(S) Process Music
The course explores process music—music organized by the unfolding of various mathematical or mechanistic procedures—as defined by Steve Reich’s “Music as Gradual Process.” The seminar centers upon Reich’s process music, placing it in the context of its intellectual and musical precursors, the process and minimalist music of his contemporaries, and the subsequent generations of composers who built on Reich’s foundation. The course will develop analytical tools to both define the processes that composers use in their music and to explore the particular relation between the musical materials (melodic, rhythmic) a composer chooses and the processes to which those material are subject. Reich’s process music and its techniques will serve as both a lens and mirror to examine and reflect upon precursor repertoires, including the continuo music of Bach, isorhythmic motets of the middle ages and their cyclic counterparts in the music of Messiaen, serial procedures of the 1950s, and Ghanaian ensemble drumming. Contemporary musicians/composers to be explored as lecture topics and student projects will include Riley, Glass, Tenney, Lang, Tom Johnson, and Radiohead.
Class Format: seminar; weekly 3-hour meeting
Requirements/Evaluation: based on analysis and composition projects, and a final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MUS 202
Enrollment Preferences: Music majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Ed Gollin

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 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
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 the Tuesday before the first Friday of the semester
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 2017
IND Section: 01 TBA Instructor: Marjorie Hirsch
Spring 2018
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 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
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 the Tuesday before the first Friday of the semester
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 2017
IND Section: 01 TBA Instructor: Marjorie Hirsch
Spring 2018
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 2017
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

**Distribution Requirements:** Division 1

---

**Spring 2018**

- **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

**Distribution Requirements:** Division 1

---

**Fall 2017**

- **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

**Distribution Requirements:** Division 1

---

**Spring 2018**

- **IND Section: 01** TBA Instructor: Marjorie Hirsch

---

**NEUROSCIENCE (DIV II)**

Chair: Professor HEATHER WILLIAMS

Advisory Committee: Professors: N. SANDSTROM, H. WILLIAMS***, B. ZIMMERBERG. Associate Professor: T. LEBESTKY. Assistant Professor: M. CARTER. 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 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 neuroscience program 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**
- **NSCI 201/BIOL 212/PSYC 212 Neuroscience**
- **NSCI 401 Topics in Neuroscience**
- **PSYC 101 Introductory Psychology**

**Elective Courses**

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from either Group A or Group B or the student may wish to petition the advisory committee to substitute a related course.

**Group A**

- **BIOL 204/NSCI 204 Animal Behavior**
- **BIOL 209/NSCI 209 Animal Communication**
- **BIOL 301/NSCI 301 Neural Development and Plasticity**
- **BIOL 311/NSCI 311 Neural Systems and Circuits**
- **BIOL 407/NSCI 347 Neurobiology of Emotion**

**Group B**

- **PSYC 312/NSCI 312 Brain, Behavior and the Immune System**
- **PSYC 315/NSCI 315 Hormones and Behavior**
- **PSYC 316/NSCI 316 Clinical Neuroscience**
- **PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology**
- **PSYC 318/INTR 223/NSCI 318 Image, Imaging, and Imaging: The Brain and Visual Arts**
- **PSYC 319/NSCI 319 Neuroethics**

**THE DEGREE WITH HONORS IN NEUROSCIENCE**

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee at the beginning of the spring semester of their junior year.

**STUDY AWAY**

You can find general study away guidelines for Neuroscience [here](#).

**NSCI 201(F) Neuroscience**

**Crosslistings:** 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 only with permission of instructor

**Enrollment Preference:** 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

**Distribution Requirements:** Division 3

**Other Attributes:** COGS Interdepartmental Electives, NSCI Required Courses, PSYC 200-level Courses

---

**Fall 2017**

- **LEC Section: 01** TR 09:55 AM 11:10 AM Instructor: Tim Lebestky, 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

**NSCI 204(S) Animal Behavior**

**Crosslistings:** BIOL 204/NSCI 204

Making sense of what we see while watching animals closely is both an engaging 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 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 vertebrates 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.
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: evaluation will be based on examinations, lab reports, and a research paper
Extra Info: 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: 24
Expected Class Size: 24
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: NSCI Group A Electives
Not Offered Academic Year 2018
LEC Instructor: Tim Lebentsky

NSCI 311(F) 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 behaviors? 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, 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 212) or BIOL 205 (same as PSYC 212 or NSCI 212) or BIOL 207
Enrollment Preferences: Biology majors and Neuroscience concentrators
Enrollment Limit: 24
Expected Class Size: 24
Dept. Notes: does not satisfy the distribution requirement in Biology
Distributional Requirements: Division 3
Other Attributes: NSCI Group A Electives
Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Matt Carter
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Matt Carter
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Matt Carter

NSCI 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: daily quizzes and team-based learning, midterm and final exams, writing 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 212) 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 Area 1 - Behavioral Neuroscience, PSYC Empirical Lab Course
Spring 2018
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Lauren Williamson
LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Lauren Williamson

NSCI 315(S) 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 212)
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
Spring 2018
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Noah Sandstrom
LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Noah Sandstrom

NSCI 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 212)
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
Fall 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(F) 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
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
Enrollment Preferences: Neuroscience concentrators and Psychology majors
Enrollment Limit: 10
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Distributional Requirements: Division 3

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

Not Offered Academic Year 2018
TUT Instructor: Noah Sandstrom

NSCI 342(S) Neuronal and Hormonal Basis of Hunger
Crosslistings: BIOL 412/NSCI 342
Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on written assignments, oral presentations, and participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor
Enrollment Preferences: seniors who have not taken a 400-level course
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement for the Biology major
Distributional Requirements: Division 3

Spring 2018
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Matt Carter
SEM Section: 02 TR 11:20 AM 12:35 PM Instructor: Matt Carter

NSCI 347 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
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives, NSCI Group A Electives

Not Offered Academic Year 2018
SEM Instructor: Tim Lebestky

NSCI 397(F) Independent Study: Neuroscience Independent study
Class Format: independent study
Distributional Requirements: Division 3
Fall 2017
IND Section: 01 TBA Instructor: Heather Williams

NSCI 398(S) Independent Study: Neuroscience Independent study
Class Format: independent study
Distributional Requirements: Division 3
Spring 2018
IND Section: 01 TBA Instructor: Heather Williams

NSCI 401(F) 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
Dept. Notes: required of all senior students in the Neuroscience program

Distributional Requirements: Division 3
Other Attributes: NSCI Required Courses

Fall 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Noah Sandstrom

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
Fall 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
Spring 2018

HON Section: 01 TBA Instructor: Heather Williams

PHILOSOPHY (DIV II)
Chair: Professor MELISSA BARRY

Professors: M. BARRY, J. CRUZ, S. GERRARD, B. MLADENOVIC*, J. SAWICKI, A. WHITE. Associate Professors: K. MCPARTLAND*. Assistant Professor: J. SHADDOCK. Lecturer: J. PEDRONI.

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. Philosophers, however, seek to keep such questions clear 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 progress, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical 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 discipline. In this way it differs dramatically from the natural sciences: few contemporary physicists or biologists embrace Aristotle’s physics or biology, among philosophers, there continue to be champions of Aristotle’s metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches to philosophical issues and provide a basis for evaluating and contributing to contemporary debates. The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structure by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2016 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major – no exceptions).

We recommend the following trajectory through the major:

- By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.
- By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)
- By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.
- Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both Phil 201 and Phil 202.

THE DEGREE WITH HONORS IN PHILOSOPHY
The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements for the major. The extensions may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including the prospectus and bibliography, worked out in consultation with an advisor) must be submitted to the department in mid-March (before spring break) of the junior year. The directed-study route to honors requires the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (15 pages or longer) written for philosophy courses they 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-year philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-year 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 toward 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 commit to a 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.

PHILOSOPHY RELATED COURSES
The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

ANTH 224 Culture and Morality (Les Beldo, Spring 2018)
ARTH 541 Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud (Emmelyn Butterfield-Rosen, Fall 2017)
ENGL 138 What is a Self? Investigations in Literature, Philosophy, and Psychology (Bernie Rhee, Fall 2017 and Spring 2018)
ENGL 324 Friendship (Heather Love, Spring 2018)
ENGL 440 Wittgenstein and Literary Studies (Bernie Rhee, Spring 2018)
HIST 331 European Intellectual History from Aquinas to Kant (Alexander Bevilacqua, Spring 2018)
HIST 301 Approaching the Past: Writing History (John Demos, Spring 2018)
PSCI 203 Introduction to Political Theory (Laura Ephraim and Nimu Njoya, Fall 2017 and Spring 2018)
PSCI 312T American Political Thought (Justin Crowe, Spring 2018)
PSCI 339T Politics in Dark Times: Hannah Arendt (Laura Ephraim, Spring 2018)
REL 244 Mind and Persons in Indian Thought (Georges Dreyfus, Fall 2018)
PHIL 104T Philosophy and Tragedy (W)

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization. In each attempt 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 rational means. Furthermore, they share the conviction 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 emphasize the ways in which the cosmos and our role in it resists 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 can lead to a thoroughly nihilisticaccount according to which “...the best thing of all [for a human being] is never to have born...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 their rather pronounced pessimism, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the Oresteia and Prometheus Bound by Aeschylus, Sophocles' Theban Cycle, and the Hippolytus, Bacchae and Philoctetes by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will join in On Tragedy and will continue with Hume’s Of Tragedy. Hegel’s various writings on tragedy, and Nietzsche’s The Birth of Tragedy. If possible, we will arrange to see a live performance of a Greek tragedy.

Class Format: 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

Not Offered Academic Year 2018

TUT Instructor: Keith McPartland

PHIL 109T Skepticism and Relativism (W)

Intellectually we are both skeptics and relativists. We doubt, we point 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, aestheticism is the only alternative to foolish superstition, and political relativism encourages. Our readings will come from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and 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 most surprising fact. With few exceptions, thoroughgoing 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 skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any “answer” will only be “true” for you.

Class Format: tutorial

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutor’s partner’s work on off weeks.

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-years and sophomores

Enrollment Limit: 10

Expected Class Size: 10

Dept. Notes: meets 100-level PHIL major requirement

Distributional Requirements: Division 2, Writing Intensive

Not Offered Academic Year 2018

TUT Instructor: Joseph Cruz

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 this unit of this course we will consider the relationship between freedom and social order. Do society’s laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will begin by considering Thomas Hobbes’s conception of the social contract, 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

Expected Class Size: 19

Dept. Notes: meets 100-level PHIL major requirement

Distributional Requirements: Division 2, Writing Intensive

Not Offered Academic Year 2018

TUT Instructor: Joseph Cruz

PHIL 115 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 persons are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic 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

Expected Class Size: 19

Dept. Notes: meets 100-level PHIL major requirement

Distributional Requirements: Division 2, Writing Intensive

Not Offered Academic Year 2018

PHIL 116(F.S) Perception and Reality (W)

This course is an introduction to philosophy through four major themes: The nature of the universe, the existence and reality beliefs, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western Tradition.

Class Format: seminar

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Preferences: first-years and sophomores; there is no need to email the professor in advance to indicate interest in the course

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: meets 100-level PHIL major requirement
PHIL 117(S) Arguing about God (W)

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see, but microscopes are prudent in an emergency." This introductory to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: suppose that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's Pensées, and look at William James' related essay, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil". We will examine this issue in Hume's Dialogues Concerning Natural Religion, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a seminar.

Class Format: seminar
Requirements/Evaluation: frequent short papers
Enrollment Preferences: not applicable
Enrollment Limit: 19
Expected Class Size: 19

PHIL 119(F,S) Plato with Footnotes: Ethics and Politics (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 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: Fall: six 2-page papers, two 5-page papers, presentations, participation; Spring: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: not available for the fifth course option
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2, Writing Intensive
Spring 2018
SEM Section: 01 MW 12:00 PM 12:50 PM Instructor: Steven Gerrard

PHIL 121(F) 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 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
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2, Writing Intensive
Fall 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Jana Sawicki
Spring 2018
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Jana Sawicki

PHIL 122T(S) Philosophical Approaches to Contemporary Moral Issues (W)

In this tutorial we will examine a number of prominent and controversial issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories can characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, capital punishment, warfare, protest, and terrorism. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Class Format: seminar
Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: none; this course is suitable for first-year students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Spring 2018
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 123(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 Nietzsche's wholesale rejection of these efforts. 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 or five page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2, Writing Intensive
Spring 2018
SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Melissa Barry

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 on 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 we have 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 these puzzles. We will 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 paradoxes could include: Zeno's paradox of motion, Achilles and the tortoise, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's Problem , and the Prisoner's Dilemma.

Class Format: seminar
Requirements/Evaluation: several short writing assignments and a longer final paper
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: Keith McPartland

PHIL 128 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 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 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 course 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 portraits and critiquing 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

**Enrollment Limit:** none

**Expected Class Size:** 20-40

**Dept. Notes:** philosophy majors must take either Phil 201 or Phil 202 (and can take both)

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

**Distributional Requirements:** Division 2

**Not Offered Academic Year 2018**

**LEC Instructor:** Keith McPartland

---

**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. To what extent 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 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:** philosophy majors must take either Phil 201 or Phil 202 (and can take both)

**Distributional Requirements:** Division 2

**Spring 2018**

**LEC Section:** 01 MR 01:10 PM 02:25 PM

**Instructor:** Justin Shaddock

---

**PHIL 203 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

---

**PHIL 207 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 what and what it means to be a mind. 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

---

**PHIL 208 Philosophy of Education: DuBois versus Washington**

At the beginning of the 20th 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 race versus class. We will begin with Washington's classic article "Industrial Education for the Negro" and DuBois's classic "The Tented Tenth". We will continue with J. S. Mill's *Utilitarianism* and Kant's *Grounding for the Metaphysics of Morals*, 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 2018**

**LEC Instructor:** Joseph Cruz

---

**PHIL 209 Philosophy of Science**

It is a generally held view 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, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the 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 their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of 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:** one 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, HSCI Interdepartmental Electives, PHIL Contemp Metaphysics & Epistemology Courses, SCST Elective Courses

**Not Offered Academic Year 2018**

**SEM Instructor:** Bojana Mladenovic

---

**PHIL 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 realize—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 sovereign reproductive autonomies. Students 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 donor and production, and even assisted reproduction. Background readings include sources rooted in traditional modes of biochemical analysis as well as those incorporating feminist approaches.

**Class Format:** Discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 10-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGS/SS recommended. What makes sense of the moral dimensions of our relationship to animals.

**Enrollment Preferences:** WGSS and PHIL majors or prospective majors

**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:** PHIL Contemporary Value Theory Courses, PHLH Bioethics + Interpretations of Health Not Offered Academic Year 2018

**LEC Instructor:** Julie Pedroni

**PHIL 213T(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 75 minutes 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 bi-weekly papers, oral commentaries, and tutorial discussions.

**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, PHLH Bioethics + Interpretations of Health, SCST Elective Courses

**Spring 2018**

**TUT Section:** T1

**TBA Instructor:** Julie Pedroni

**PHIL 216(S) Philosophy of Animals (W)**

Crosslistings: PHIL 216/ENVI 216

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will fuse a rigorous scientific, humanistic and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Class Format:** Seminar

**Requirements/Evaluation:** four 4- to 5-page papers and one 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Preferences:** students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the 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, PHIL Contemp Metaphysics & Epistemology Courses

**Spring 2018**

**SEM Section:** 01

**TR 11:20 AM 12:35 PM Instructor:** Joseph Cruz

**PHIL 220T Happiness (W)**

According to Aristotle the ultimate good is happiness—everything we desire or strive for is a means to happiness. Yet what is it to be happy? Should we desire happiness for the sake of happiness in itself, or for the sake of something else that we desire (e.g. justice or passionate commitment)? How much (if any) happiness can we expect? How significant is happiness? Is happiness better than or as good as something else, like friendship, or wealth, or freedom, or health? What are the conditions of happiness? Are we happier now than we were in the past? How significant is happiness for us, compared to other values?

**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 2018**

**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 2017**

**LEC Section:** 01

**MW 11:00 AM 12:15 PM Instructor:** Joseph Cruz

**PHIL 223(S) Philosophy of Sport**

**Crosslistings:** COGS 223/PHIL 223/PSYC 223

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 we accept that their importance is beyond question? If we ask the question, “What gives meaning to a human life?” And, it's not always been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, what are animals such that they can be all these things? In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will fuse a rigorous scientific, humanistic and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Class Format:** Seminar

**Requirements/Evaluation:** four 4- to 5-page papers and one 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Distributional Requirements:** Division 2

**Spring 2018**

**LEC Section:** 01

**MR 01:10 PM 02:25 PM Instructor:** Alan White

**PHIL 225(S) Existentialism**

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, and Simone de Beauvoir. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not
PHIL 227(F) 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 withdraw or withhold life-sustaining treatments, the care of the seriously ill and newborns, physical and psychological assisted suicide and euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine 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 and 7-10 pages, respectively); possible experiential learning component
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 10-15
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses, PHILH Bioethics + Interactions of Health
Fall 2017
LEC Section: 01 TF 02:35 PM-03:50 PM Instructor: Julie Pedroni

PHIL 228 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 institutions in order to improve or eliminate those gender inequalities.

Class Format: lecture/discussion
Requirements/Evaluation: active participation in class discussions, two mid-length papers (5-7 and 7-10 pages, respectively), one oral presentation, and three or four periodic writing assignments (2-3 pages 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: 10-15
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, PHILH Bioethics + Interactions of Health
Not Offered Academic Year 2018
LEC Instructor: Julie Pedroni

PHIL 231(F) 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 Epicurus 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 we know it? How can our political theory be constructed and lived? 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
Fall 2017
LEC Section: 01 TR 09:55 AM-11:10 AM Instructor: Mark Reinhartd

PHIL 232 Modern Political Thought (W)
Crosslistings: PSCI 232/PHIL 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? Is there permanent freedom? Who should rule? What are legitimate 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: 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: PSCI Political Theory Courses
Not Offered Academic Year 2018
LEC 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 in a close friendship 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, what is loyalty? Is loyalty always ethically undesirable? What are the social and ethical prerequisites—philosophical or political? What distinguishes that kind of life from others? 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: tutorial; tutorial pairs will meet with the instructor for one hour a week
Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers and oral responses to the paper of the tutorial partner
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: 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 2018
TUT Instructor: Bojana Madenovic

PHIL 236 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 morality priority over our personal commitments and
relationships, 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 deontology. While both have important historical roots—one as likely 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

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

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Preferences: Philosophy majors

Enrollment Limit: 19

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Melissa Barry

PHIL 240(F) The Autobiographical Philosophy of Education

Crosslistings: PHIL 240/INTR 240

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "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". Have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the street? In your family? At home? How do you develop your character? This first-year seminar will examine the philosophy of education through autobiographical writings: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy, Steve Gerrard will continue the discussion. The autobiographies will include John Stuart Mill, Autobiography, Charles Dew, The Making of a Racist, Zora Neale Hurston, Dust Tracks on a Road—H. L. Sullivan, The Autobiography of an Idea, Thomas Merton, The Seven Storey Mountain, Loni Arviso Alvord, The Scalpel and the Silver Bear, and Richard P. Feynman, Surely You're Joking, Mr. Feynman. This course is part of the John Hyde Teaching Fellowship.

Class Format: seminar

Requirements/Evaluation: frequent short responses, including our own educational autobiographies that we will share

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Preferences: open only to first-year students; I will be seeking a balance of educational backgrounds and interests

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 2

Fall 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Steven Gerrard

PHIL 241 Contemporary Metaphysics (W)

In this course, we will examine a number of issues in contemporary metaphysics. Problems we will consider 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 readings from the classics 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 2018

LEC Instructor: Keith McPartland

PHIL 242T(F) People, Power, and Wealth

A major lesson, for political philosophers, from the past century or so is that ordinary people—especially women—cannot be allowed to advance their self-interest. In fact, to do so is likely to achieve full or partial success as their violent counterparts" (Chenoweth and Stephan 2011, 7). This is the domain of politics. Will women persist in their efforts to advance their self-interest, or will they be subverted by others? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others? In our efforts to advance our self-interest, what are we willing to do to others? What are the limits on our self-interest? How are we to balance self-interest and other interests? In our efforts to advance our self-interest, what are the limits on our self-interest? How are we to balance self-interest and other interests? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others? Is it necessarily so that we have to make a choice between our own self-interest and the interests of others?

Class Format: tutorial

Requirements/Evaluation: tutorial papers, participation
PHIL 272T Free Will and Responsibility (W)
Our practice of holding people responsible seems justified as long as people are free to make the choices they do. But which criteria must a decision meet to qualify as free? Clearly, a free decision must not be the result of external coercion. But must it also be free from any outside influence at all? If so then freedom seems impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific 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 these influences. In this course we will examine 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—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; not available for the fifth course option
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

PHIL 274T 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 home for mentally disabled 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 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 conceptual themes will recur throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics.

Class Format: tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays, and commenting orally on their partners’ essays in alternate weeks
Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: prospective Philosophy majors and students committed to taking the tutorial
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive

PHIL 280 Frege, Russell, and the Early Wittgenstein
The last line of Ludwig Wittgenstein’s Tractatus Logico-Philosophicus famously reads: “Whereof one cannot speak, thereof one must be silent.” Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, The Foundations of Arithmetic, Bertrand Russell, Principles of Mathematics, and Ludwig Wittgenstein, Tractatus Logico-Philosophicus.

Class Format: seminar
Requirements/Evaluation: two short papers (5 pages) and one longer final paper (12-15 pages)
Prerequisites: at least two Philosophy courses; Phil 202 and 203 recommended
Enrollment Preferences: Philosophy majors, then seniors and juniors of any major
Expected Class Size: 12-15
Distributional Requirement: Division 2

PHIL 281T Philosophy of Religion (W)
Crosslistings: PHIL 281/REL 302
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 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, Anseim, 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; not available for the fifth course option
Prerequisites: 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

PHIL 286 Contemporary Systematic Philosophy
Systematic philosophy, also describable as comprehensive theorization, was central to the metaphysical enterprise of Aristotle until that of Hegel, but has been out of style, in both analytic and continental philosophy, for more than 100 years. This course examines a current attempt to return systematic philosophy to its long-central position. We begin by assessing Alan White’s Toward a Philosophical Theory of Everything (2014), which, although not yet receiving widespread attention, was described by one reviewer as “a critically important work for all those deeply interested in philosophical issues and their significance for basic human concerns.” Because of the scope of systematic philosophy, this course provides students with the opportunity to investigate theories currently under development on a much richer variety of issues than is usual in philosophy courses (which are often restricted to specific subdisciplines of philosophy or to works of historical figures). Among those issues are ones involving semantics, ontology, truth, knowledge, moral and other values, human freedom, beauty, being, and God.

Class Format: seminar
Requirements/Evaluation: participation, one or more essays
Prerequisites: none

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—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the book’s explanations of the factors it identifies as leading us to be violent—our “inner demons” and as reducing 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; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** Philosophy majors and potential majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2, Writing Intensive

**Crosslistings:** PHIL Contemporary and Value Theories Courses

**Not Offered Academic Year 2018**

**TUT Instructor:** Alan White

**PHIL 284T 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, rather, the contrary, tries to "get hold of a domain that [...] philosophy had kept for itself. There are problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels and plays) can 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 films 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 us, persuade us, evoke, imagine 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 presents and engages its audience 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, Dostoyevsky, Thomas Mann, Camus, Ecco, 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.

**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 reading; class participation

**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

**Not Offered Academic Year 2018**

**TUT Instructor:** Bojana Mladenovic

**PHIL 285 Philosophy of Film and Film Theory (W)**

**Crosslistings:** PHIL 285/COMP 295

Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question—What is film?—has been approached and framed in many different ways: naturally, the answers to that question, and the thought experiments that underpin them, are themselves philosophical. The questions and disagreements that characterize philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Aronheim, Bazin, and Soviet formalists), we will examine how those insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in mind that film is a medium in which 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...
accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like 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 necessarily 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 fear and anguish 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 historically have lately concentrated on 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 longer papers (5-10 pages) and a final paper (roughly 15 pages) 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.

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 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

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 produced in ancient 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

PHIL 308 Wittgenstein's "Philosophical Investigations"

395
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 "latter Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) works of philosophy. A work of its kind, it has had an enlivening 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:** 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

**Fall 2017**

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Justin Shaddock

PHIL 320 Recent Continental Feminist Thought (D)

**Crosslistings:** PHIL 320/WGSS 321

This course explores developments in recent feminist thought influenced by philosophers and thinkers in Europe and the United States, including Elizabeth Cady Stanton, Mary Wollstonecraft, and Simone de Beauvoir. We will explore topics such as the oppression of women, 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, Lucie Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti. Eve Sedgwick, Lyne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.

**Instructor:** Justin Shaddock

**Requirements/Evaluation:** some of the following: frequent short essays, two or three 4- to 5-page expository classroom 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 2018**

SEM Instructor: Jana Sawicki

PHIL 321T(5) Introduction to Critical Theory (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 has all but disappeared. Yet, in the 21st century 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 pernicious 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 social theory in the 20th century. Possible topics may include: alienation, authoritarianism, "pathologies of reason," and reification, as well as recognition, the idea of socialism, and progress. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jürgen Habermas, Nancy Fraser, Amy Adkins, Sarah Ahmed, Susanne Erikson, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Geogo 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 and sexual 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.

**Instructor:** Justin Shaddock

**Requirements/Evaluation:** each student will write and present a 5- to 6-page paper every 7 to 10 weeks 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. PHIL 321T may not be taken on a pass/fail basis; not available for the fifth course option

**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 Courses, WGSS Theory Courses
Spring 2018
TUT Section: T1 TBA 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 remains 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 piece-meal 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 nature, 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 – the views he offers on the role of ideas in human action and on the nature of the passions – 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 mature and famously 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, write several focused 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
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
LEC Instructor: Keith McPartland

PHIL 327T Foucault (D) (W)
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, ethics, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and political 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; not available for the fifth course of the term.
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
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 2018
TUT Instructor: Jana Sawicki

PHIL 328 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 is spread out over a series of works—works 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: two courses in PHIL (including a 100-level PHIL course, PHIL 201 or 202 recommended); or permission from the instructors
Enrollment Preference: preference to Philosophy majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PHIL History Courses
Not Offered Academic Year 2018
SEM Instructor: Melissa Barry

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 depictions 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, write several focused 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
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
LEC Instructor: Keith McPartland

PHIL 331T Contemporary Epistemology (W)
Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge, the limits and methods of knowledge, and the varieties of epistemological questions. 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 diff...
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 currents, in turn, elaborated. 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 position 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; not available for the fifth course option

Prerequisites: PHIL 201, CLAS 203

Enrollment Preferences: Philosophy and Classics majors

Enrollment Limit: 12

Expected Class Size: 8-10

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

Not Offered Academic Year 2018

PHIL 334 Greek and Roman Ethics (W)

Crosslistings: PHIL/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 hypotheses 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 of the key issues 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 2018

PHIL 335 Contemporary Value Ethics (W)

We 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 become the topic of explicit, sustained debate in the twentieth and twenty-first century. Our focus will be on recent influential work in this area. We will examine several different approaches to depth, including realism, constructivism, expressivism, and skepticism.

Class Format: seminar

Requirements/Evaluation: short response papers, midterm paper, final paper, attendance at five different discussion meetings

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

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructor

Enrollment Preferences: current and prospective Philosophy majors

Enrollment Limit: 15

Expected Class Size: 5-15

Distributional Requirements: Division 2, Writing Intensive

Not Offered Academic Year 2018

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 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; obesity 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 biweekly papers, class attendance, tutorial participation, and tutorial discussions

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

Prerequisites: none

Enrollment Preferences: Philosophy majors, Public Health concentrators, and students committed to taking the tutorial

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: JST Interdepartmental Electives, PHIL Contemporary Value Theory Courses, PHLH Bioethics + Interpretations of Health

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 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: 10

Expected Class Size: 10

Distributional Requirements: Division 2

Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2018

PHIL 340T 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. But Locke died in 1704, and Leibniz could not counter, or reply to, Locke's essay. The debate 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

Not Offered Academic Year 2018

PHIL 360(F) The Political Thought of Frantz Fanon (W)

Crosslistings: AFR 390/PSCH 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
The aim of the course is to survey, analyze and discuss many varieties of philosophical ideas that they had to offer. The second, longer part of our work will fall into two unequal parts. The first, shorter part will focus on the writings of the three classics of American pragmatism—Charles S. Peirce, William James and John Dewey—and analyze their reaction against traditional epistemology, as well as the positive philosophical ideas that they had to offer. The second, longer part of the course will try to take into account the following of the pragmatists currents which run through epistemology and philosophy of science in the 20th and 21st centuries. We will read, among others, selected papers by Carnap, Hempel, Quine, Goodman, Kuhn, Elgin, Hacking, Misak, Putnam, Rorty, and Hardnock.

Requirements/Evaluation: class attendance and participation; 6 short assignments (about 2 pages long); class presentation; and 2 longer papers (about 5 pages each)
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 culminating point 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 Anscombe, Williams, Anderson, MacIntyre, and Philippa Foot (as well as Rorty) respond to and engage his critique of modernity. 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 of god, the use and abuse of history, the eternal recurrence, will to power, and master and slave morality will be addressed. Nietzsche texts may include selections from: \textit{Un TIMELY Meditations}, \textit{The Gay Science}, \textit{Beyond Good and Evil}, and \textit{Thus Spoke Zarathustra}, \textit{The Genealogy of Morals}, \textit{Twilight of the Idols}, and \textit{Ecce Homo}. I may also pair some Nietzsche 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, Hussain, 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 a paper every other week (except seminar weeks) and a commentary on the paper 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; not available for the fifth course option
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: 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 unofficially in critical theory; I am open to first year students, but any first year interested should appoint an advisor 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 Not Offered Academic Year 2018
TUT Instructor: Jana Sawicki

PHIL 394 Advanced Topics in Mind and Cognition
In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. 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 conceptual foundations of this 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 presentations, 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 Not Offered Academic Year 2018
SEM Instructor: Joseph Cruz

PHIL 401(F) Senior Seminar: Epistemic Norms (W)
In this seminar we’ll examine the nature and extent of our responsibility for what we believe. Topics include the voluntariness of belief, norms for belief formation, intellectual virtue, epistemic injustice, and implicit bias.

Class Format: seminar
Requirements/Evaluation: active participation in class discussion; seminar presentations; several short papers; a 12-15-page final paper
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: enrollment is limited to senior philosophy majors
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive

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: dependent study
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

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

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

PHIL 497(F) Independent Study: Philosophy
Philosophy independent study.

Class Format: independent study
Distributional Requirements: Division 2

PHIL 498(S) Independent Study: Philosophy
Philosophy independent study.

Class Format: independent study
Distributional Requirements: Division 2

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION
Chair and Director: LISA MELENDY


The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities.

The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each term. The list is subject to change. Courses may vary according to availability of instructors and interest of students. For more information visit http://athletics.williams.edu/physical-education/

Aqua Fitness
Badminton
Basketball
Bicycling
Boot Camp
Bowling
Canoeing
Core and Conditioning
Dance (African, Ballet, Modern)
Diving
Erg Fitness
Figure Skating
Futsol
Golf
Hiking
Ice Climbing
Kayaking
Lifeguarding
Lifeline Sports
Mountain Biking
Muscle Fitness
Outdoor Living Skills
Pickleball
Pilates
Rape Aggression Defense (RAD)
Rock Climbing
Rowing
Running
Skiing (alpine and cross country)
Snowboarding
Snowshoeing
Soccer
Skating
Squash
Street Hockey
Swim for Fitness
Swimming
Telemarking
Tennis
Trail Crew
Volleyball
Weight Training
Wellness
Wilderness Leadership
Yoga
Zumba

PHYSICS (DIV III)

Chair: Professor DAVID TUCKER-SMITH

Professors: D. AALBERTS, K. JONES, P. MAJUMDER, D. TUCKER-SMITH. Associate Professor: F. STRAUCH. Assistant Professors: C. DORET, K. JENSEN, C. KEALHOFER, S. SINGH. Laboratory Supervisor: K. FORKEY. Assistant Laboratory Instructor: M. PLEAU.

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 a 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 151 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 a 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, nine in physics and one in 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 (eight in physics).

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 or 309 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 that 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

ADISING

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
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, nuclear, hydro, wind, and solar 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 an oral presentation to the class; 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 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Kevin Jones
CON Section: 02 R 01:10 PM 02:25 PM Instructor: Kevin Jones
CON Section: 03 R 02:35 PM 03:50 PM Instructor: Kevin Jones
PHYS 109(S) 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 close connection with 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 physiology 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 one 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
Spring 2018
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Catherine Keafother
CON Section: 02 R 01:10 PM 02:25 PM Instructor: Catherine Keafother
CON Section: 03 R 02:35 PM 03:50 PM Instructor: Catherine Keafother
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 physics of lenses and 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, all of which 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
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Fall 2017
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
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 physics 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, exams, and in-class 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
PHYS 141(F) Mechanics and Waves (Q)
This is the typical first course for a prospective physics major. It 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.

**Prerequisites:** placed out of PHYS 141 exam, all of which have a substantial quantitative component

**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 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

**Fall 2017**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 11:00 AM 11:50 AM</td>
<td>Majumder</td>
</tr>
<tr>
<td>02</td>
<td>M 01:00 PM 04:00 PM</td>
<td>Protik</td>
</tr>
<tr>
<td>03</td>
<td>T 01:00 PM 04:00 PM</td>
<td>Majumder</td>
</tr>
</tbody>
</table>

**Spring 2018**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 11:00 AM 11:50 AM</td>
<td>Majumder</td>
</tr>
<tr>
<td>02</td>
<td>M 01:00 PM 04:00 PM</td>
<td>Protik</td>
</tr>
<tr>
<td>03</td>
<td>T 01:00 PM 04:00 PM</td>
<td>Majumder</td>
</tr>
</tbody>
</table>

**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 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

**Spring 2018**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 11:00 AM 11:50 AM</td>
<td>Majumder</td>
</tr>
<tr>
<td>02</td>
<td>M 01:00 PM 04:00 PM</td>
<td>Protik</td>
</tr>
<tr>
<td>03</td>
<td>T 01:00 PM 04:00 PM</td>
<td>Majumder</td>
</tr>
</tbody>
</table>

**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, three hours per week; laboratory, 3 hours approximately every other week

**Requirements/Evaluation:** evaluation will be based on class participation, labs, two take-home problem sets, an oral presentation, two home midterms, 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

**Fall 2017**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 11:00 AM 11:50 AM</td>
<td>Majumder</td>
</tr>
<tr>
<td>02</td>
<td>W 01:00 PM 04:00 PM</td>
<td>Protik</td>
</tr>
</tbody>
</table>

**PHYS 201(F) Electricity and Magnetism (Q)**

We study electromagnetic phenomena and their mathematical description. Topics include electrostatics, magnetic fields, and electromagnetic induction, D, E, and B fields, 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 take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** none

**Expected Class Size:** 25

**Distributional Requirements:** Division 3, Quantitative/Formal Reasoning

**Other Attributes:** MTSC Related Courses

**Fall 2017**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 09:00 AM 09:50 AM</td>
<td>Kealhofer</td>
</tr>
<tr>
<td>02</td>
<td>T 01:00 PM 04:00 PM</td>
<td>Kealhofer</td>
</tr>
<tr>
<td>03</td>
<td>W 01:00 PM 04:00 PM</td>
<td>Kealhofer</td>
</tr>
</tbody>
</table>

**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

**Other Attributes:** MTSC Related Courses

**Spring 2018**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>MWF 10:00 AM 10:50 AM</td>
<td>Majumder</td>
</tr>
<tr>
<td>02</td>
<td>T 01:00 PM 04:00 PM</td>
<td>Jones</td>
</tr>
<tr>
<td>03</td>
<td>W 01:00 PM 04:00 PM</td>
<td>Jones</td>
</tr>
</tbody>
</table>

**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 are 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 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

**Spring 2018**

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>TR 09:55 AM 11:10 AM</td>
<td>Tucker</td>
</tr>
</tbody>
</table>
PHYS 231T Facts of Life (Q)
The cancer death rate scales like (age)\(^{<0.563>}\) when it was thought that a proliferating cancer cell must have acquired 6 mutations. The probability of having had \(N\) sexual partners scales like \(N\cdot\log\log(N)\), and for the number of people who can be reached through a single contact network scales like \(\sqrt{2N}\). The heart rate is proportional to the organism’s mass\(^{0.75}\). The number of policemen scales like population\(^{1.15}\). Power-law relationships often describe emergent properties of large-organizing systems. In this course we will learn how to obtain data and plot it in an informative way, including estimates of the errors of fits. We will learn how to describe phenomena with differential equations and to find analytic and numerical solutions. With those tools we will study the human experience: birth, body size, sex, death rates (by cause, by age, by gender), metrics of cities, distributions of common names, population growth rates, per capita use of energy, the spread of disease, etc. Projects will involve applying our methods to new phenomena.

Class Format: tutorial, plus one lecture per week
Requirements/Evaluation: weekly problem sets, projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 150
Enrollment Preferences: maturity, curiosity, diversity
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
TUT Instructor: Daniel Aalberts

PHYS 234(S) Introduction to Materials Science (Q)
Crosslistings: PHYS 234/GEOS 234
Materials Science is the study of how the microscopic structure of materials—whether steel, carbon fiber, glass, wood, plastic, or mayonnaise—determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are encouraged to contact the instructor.

Class Format: lecture (3 hours per week), plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)
Requirements/Evaluation: based on weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component
Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor
Enrollment Preferences: based on students' scientific background and seniority
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Spring 2018
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Katharine Jensen

PHYS 301(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 Schrodinger 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 uncertainty principle. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on interactions 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 midterm exam, and final exam, all of which have a substantial quantitative component of self-evaluation. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.
Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Fall 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Frederick Strauch
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Frederick Strauch
LAB Section: 03 R 01:00 PM 04:00 PM Instructor: Frederick Strauch

PHYS 302(S) Stat Mechanics & Thermodynamics (Q)
Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton's and Coulomb's Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, connectivity, etc. In this course we will 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 these tools to a wide variety of physical questions, including the behavior of gasses, polymers, heat engines, magnets, and electronic circuits.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, lab reports, and/or a final project; 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: 10
Expected Class Size: 15
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses, MTSC Related Courses
Spring 2018
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Swati Singh
LAB Section: 02 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 efficacy and environmental impacts of various energy technologies and sources in the world.

Class Format: lecture once a week plus weekly conference section
Requirements/Evaluation: weekly assignments, two hour tests, and a final project; all of which have a substantial quantitative component
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 2018

PHYS 312 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 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 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
Environment 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
Not Offered Academic Year 2018
LEC Instructor: William Wootters

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 theory of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experiments with electrons in solids.

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; not available for the fifth course option
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 2018
TUT Instructor: Frederick Strauch
PHYS 315T(S) 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 Python 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 and PHYC 150), 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

Spring 2018

TUT Section: T1
Instructor: Daniel Aalberts
LAB Section: T2
R 01:10 PM 03:50 PM
Instructor: Daniel Aalberts

PHYS 316 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 explores 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 of quantum mechanics 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 instructor

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

Not Offered Academic Year 2018

LEC Instructor: Susan Loeppe

PHYS 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)

Crosslistings: BIOL 319/MATH 319/CHED 319/PHYS 319/CSCI 319

What can computational biology teach us about cancer? In this capstone experience, for the Genetics, 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 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 evolution. We will use high throughput technologies 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 genomics 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 of research (e.g. Buckingham and Bayes). Rigid-body motion, and 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, 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

Not Offered Academic Year 2018

LEC Instructor: Lois Banta

PHYS 321F 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 symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak nuclear force, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: independent study, with one 90-minute meeting per week (to be scheduled with the instructor)

Requirements/Evaluation: weekly problem sets and a final exam

Prerequisites: PHYS 301, which may be taken concurrently, plus permission of instructor

Enrollment Limit: 5

Expected Class Size: 2

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Fall 2017

LEC Section: O1
Instructor: David Tucker-Smith

PHYS 402T 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 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 other systems as well.

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

Not Offered Academic Year 2018

TUT Instructor: Catherine Keafoho

PHYS 405T(F) Electromagnetic Theory (Q)

This course builds on the material of Physics 201, and explores the applications of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Class Format: tutorial, one hour 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 201 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Distributional Requirements: Division 3, Quantitative/Formal Reasoning

Not Offered Academic Year 2018

TUT Instructor: Catherine Keafoho

PHYS 411T 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

TUT Section: T1
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts

TUT Section: T2
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts

PHYS 411T 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

TUT Section: T1
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts

TUT Section: T2
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts

PHYS 411T 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

TUT Section: T1
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts

TUT Section: T2
F 01:10 PM 02:25 PM
Instructor: Daniel Aalberts
PHYS 418(S) Gravity (Q)
This course is an introduction to 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: Lecture
Requirements/Evaluation: evaluation will be based on weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component
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: none
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
TUT Instructor: Charlie Doret

PHYS 451 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: Lecture
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
Not Offered Academic Year 2018
SEM Instructor: Jefferson Strait

PHYS 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 insights 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 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 Camassah 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: The senior Mathematics majors
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3, Quantitative/Formal Reasoning
Not Offered Academic Year 2018
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

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 2018
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 2017
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 2018
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: 50
Distributional Requirements: Non-diisional
Fall 2017
LEC Section: 01 TBA
Spring 2018
LEC Section: 01 TBA

POLITICAL ECONOMY (DIV II)
Chair: Professor JON BAKIJA

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 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, an economics course in international, domestic and comparative economics, and policy and politics.

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' education, 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 of 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
or PSCI 203 Introduction to Political Theory
PSCI 202 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 203 Introduction to Political Theory
or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

Three Political Economy Program Courses
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 Resource Economics
or ECON 222 Economics of the Arts and Culture
or ECON 225 Global Financial Crisis and African Economic Development
or ECON/ENVI 228 Water as a Scarce Resource
or ECON 232 Financial Markets, Institutions, and Policies
or ECON 233 Behavioral Economics and Public Policy
or ECON 235 Urban Centers and Urban Systems
or ECON 240T Colonialism and Underdevelopment in South Asia
or ECON 242 Evaluating the Costs and Benefits of Public Policies
or ECON 361/ECON 524 Political Economy and Economic Development
or ECON 363 Money and Banking
or ECON 377 Inspiration/Perspiration: The Economics of Innovation
or ECON 378 Long-Run Perspectives on Economic Growth
or ECON 380/ECON 519 Population Economics
or ECON 381 Global Health Policy Challenges
or ECON/ENVI 386/ECON 518 Environmental and Natural Resource Policy
or ECON/ENVI 387/ECON 522 Economics of Climate Change
or ECON/ENVI 388/ECON 517 Urbanization and Development
or ECON 390T/ECON 536T Financial Crises: Causes and Cures
or ECON 453 Research in Labor Economics
or ECON 455 Research in Economic History
or ECON 465 Research in Labor Economics
or ECON 477 Economics of Environmental Behavior
or ECON 470 The Indian Economy: Development and Social Justice
or ECON 501 Development Economics I
or ECON 502 Development Economics II
or ECON 504 Public Economics
or ECON 505 Developing Country Macroeconomics
or ECON 510/ECON 352 Financial Development and Regulation
or ECON 511 Institutions and Governance
or ECON 514/ECON 389 Tax Policy in Emerging Markets
or ECON 532T Inclusive Growth: The Role of Social Safety Nets
or ECON 534T Long Term Fiscal Challenges
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Water
or ENVI/HSCI/SCST 309/PSCI 301 Environmental Politics and Policy
or PSCI 224 Neo-Liberalism: What Is It and Why Does It Matter?
or PSCI/SSOC 241 Mentorecy
or PSCI 243/AFR 256 Politics of Africa
or PSCI 247 Political Power in Contemporary China
or PSCI 248 The USA in Comparative Perspective
or PSCI 253/AFR 253 Comparative Race and Ethnic Politics
or PSCI 254 Democracy in Comparative and Theoretical Perspective
or PSCI 268 Israeli Politics
or PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
or PSCI 361 Modern Mideast? Resource Abundance and Development
or PSCI 390T Comparative Political Economy
or PSCI 391 The New Left and Neoliberalism in Latin America
or PSCI 394/ASST 245/HIST 316 Nationalism in East Asia

One U.S. Political Economy and Public Policy course:
ECON 203/WGSS 205 Gender and Economics
or ECON 205 Public Economics
or ECON 209 Labor Economics
or ECON 220 American Economic History
or ECON 229 Law and Economics
or ECON 230 Economics of Health and Health Care
or ECON 351 Tax Policy
or ECON 374T Poverty and Public Policy
or ECON 383 Cities, Regions and the Economy
or ECON 456 Inequality
or ECON 457 Public Economics Research Seminar
or ECON 475 Environmental Policy Seminar
or ECON 468 Your Money or Your Life: Health Disparities in the United States
or ENVI 307/PSCI 317 Environmental Law
or PSCI 208T Wealth in America
or PSCI/WGSS 209 Poverty in America
or PSCI 211 Do the People Govern? U.S. Public Opinion and Mass Political Behavior
or PSCI 214 Racial & Ethnic Politics in America
or PSCI 215 Race and Inequality in the American City
or PSCI 216 American Constitutionalism I: Structures of Power
or PSCI 217 American Constitutionalism II: Rights and Liberties
or PSCI/LEAD 218 The American Presidency
or PSCI 308 In Search of the American State
or PSCI/LEAD 311 Congress
or PSCI/LEAD 314 Leadership in American Political Development
or PSCI 315 Parties in American Politics
or PSCI 316 Policy Making Process
or PSCI 318 Race, Public Opinion, and Campaigns

One International Political Economy course:
ECON 215/INST 315 Globalization
or ECON 219 Global Economic History
or ECON 355 International Trade
or ECON 360 International Monetary Economics
or ECON 393 International Macroeconomics
or ECON 514/ECON 389 Tax Policy in Emerging Markets
or ECON 515/ECON 359 Developing Country Macroeconomics
or ECON 516/ECON 366 International Trade and Development
or ECON 535T International Financial Institutions
or ENVI/PSCI 328 Global Environmental Politics
or MAST/ENVI 351/PSCI 319 Marine Policy
or PSCI 222 Refugees and the International System
or PSCI 223 International Law
or PSCI 228 International Organization
or PSCI 229 Global Political Economy
or PSCI 265 The International Politics of East Asia
or PSCI 320 Immigration Politics in the U.S.
or PSCI 323 The Global Banking System
or PSCI 324 International Legitimation
or WGSS 211/ECON 211 Gender in the Global Economy

CREDIT FOR COURSEWORK DONE ELSEWHERE
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 two POEC 201 at Williams. If students select these courses and the cognate introductory economics or political science 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), but only with prior permission from the chair. The three electives and other introductory courses in Political Science may be completed 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 for the cognate introductory economics, 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 higher-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 towards the major for the cognate introductory political science 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, as these courses are the prerequisites or co-requisites 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 that will be essential for the POEC majors who will undertake in POEC 402. Students should plan 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 are not permitted registration in classes that have prerequisite in the absence of passing the prerequisite class or examination. POEC 250 and POEC 253 (or ECON 255) during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 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 thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third year 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 to the thesis research. Finally, the thesis, which will be defended before a thesis committee of three faculty members, must be judged to be of particular distinction.

**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 full year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be 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 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 developments of economic thought in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s revolutionary socialism, and the reformist ideas of 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 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; economic nationalism and new trade theory; behavioral economics; and the accumulation of wealth in 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 the 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, family 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.

**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.

**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.

**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, studies 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 the 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, family 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.

**Other Attributes:** AMST Critical and Cultural Theory Electives, POEC Required Courses
electives at the 200 or 300 level, including one from 201 level courses constituting the concentration. Of these five courses, four are concentration also requires nine (9) courses, with at least five (5) thematically related to the concentration of their own. In this event, the student prepares a curricular plan for 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. 

ADMISSION
When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired at the beginning of the junior year with an advisor who will continue with them through graduation.

CURSE NUMBERING
The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors with special permission. In addition, the student plan of study can be read from the middle digit of the course number: 0 or 1 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 5 for comparative politics; and 8 for non-subfield electives.

WINTER STUDY PROJECT
The department welcomes relevant WSP 89 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 89 experience have preference.

THE JUNIOR YEAR ABROAD
A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for the degree in Political Science. You can find general study away guidelines for Political Science here.

PREPARATION FOR GRADUATE STUDY
The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE
To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department’s honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student’s cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior seminar, in addition to the other nine (9) courses of the regular major requirements.

ADVANCED STUDY IN AMERICAN POLITICS
The Department of Political Science offers 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 endowed 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 a research project. This unique research course (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 project’s promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 120 America and the World
Crosslistings: PSCI 120/LEAD 120/GBST 101
This course will help students understand 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 China; Russia's 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/discussion
Requirements/Evaluation: short papers, class participation, 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: first-years and sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses
Not Offered Academic Year 2018
LEC Instructor: Galen Jackson

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 economics, psychology, and sociology, 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.

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: subfield open in Political Science major
Distributional Requirements: Division 2
Fall 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Mason Williams

PSCI 127(S) America First? The Trump Era and the Future of World Politics
Crosslistings: PSCI 127/LEAD 127
"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindberg in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of a "grand strategy" that claims the foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Class Format: lecture
Requirements/Evaluation: two short papers, midterm, 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: first and second-year students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses
Spring 2018
LEC Section: 01 W 07:00 PM 09:40 PM Instructors: James McAllister, Chris Gibson

PSCI 132(F) Contemporary Africana Social and Political Philosophy (D)
Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major social 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 Gyekey, Paget Henry, bell hooks, Charles W. Mills, Nkiri Nzegwu, Lucius Outilaw, 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
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Neil Roberts

PSCI 135(S) 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 scenarios through the lens of a thought experiment of the "state of nature" and social contract. We will consider what it tells us about our time that we are so eager to imagine ourselves at the beginning of the world anew. This class will be taught 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 story or video are required.

Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments, including a "close reading" assignment of specimens, a 5-page, 10-page final paper, 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
Semester: Spring 2018
LEC Section: 01 TF 09:55 AM 11:10 AM Instructor: Laura Ephraim

PSCI 140 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 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 2018
LEC Instructor: Darel Paul

PSCI 141 Bandits and Warlords

410
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 #bringbackourgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, rackeeteers flourish, and warlords rule governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Loïds 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
Prerequisites: none; open only to first-years and sophomores
Enrollment Preferences: first-years
Enrollment Limit: 10
Expected Class Size: 40
Distributional Requirements: Division 2
Other Attributes: LEAD Facets or Domains of Leadership
Not Offered Academic Year 2018
LEC Instructor: Ngonidzashe Munemo

PSCI 150(F) Democracy and the State: A Comparative Study
This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Class Format: seminar
Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Preferences: first-year students
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Vincent Maphai

PSCI 160T(S) Refugees in International Politics (W)
Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, criticized and mythologized, modeled by others and refashioned itself. This course introduces students to the concepts and theories that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and prominent actors that have shaped American political development. In doing so, we ask these topical questions: How is American power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Class Format: lecture/discussion
Requirements/Evaluation: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation
Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 35
Expected Class Size: 35
Distributional Requirements: Division 2
Other Attributes: POEC Required Courses, PSCI American Politics Courses
Fall 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Justin Crowe
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Matthew Tokeshi

PSCI 201(F,S) Power, Politics, and Democracy in America
Whereas the field of comparative politics looks 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—the same tools generally do not apply. 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 students 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: 35
Distributional Requirements: Division 2
Other Attributes: POEC Required Courses, PSCI International Relations Courses
Fall 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: James McAllister
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Darel Paul

PSCI 203(F,S) Introduction to Political Theory
Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain
Strategy and how to put together a winning coalition. The final classes in the segment of the course will take a look at the tools used in crafting a political strategy. We will then explore the tenets of political communication and how do leaders craft a message. We will then consider the media has brought to the practice of politics and government. We will then explore questions such as “What are the goals of democracy? 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?”

Distributional Requirements: Division 2, Writing Intensive
OtherAttributes: LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership
NotOfferedAcademicYear: 2018
SEMInstructor: Nicole Mellow

PSCI 206T Dangerous Leadership in American Politics (W) Crosslistings: FSCI 206/LEAD 206

“Donald Trump: 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 as legitimate and desirable leaders as those most celebrated are those who have helped the country 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 modern age is complicated because leaders press against the bounds of political convention—do ideologies, 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 incentives to use the opposition’s leadership to 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 leader dangerous from the perspective of democratic governance? Does dangerous describe the means of 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?" 

Distributional Requirements: Division 2, Writing Intensive
OtherAttributes: LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership, PSCI American Politics Courses
NotOfferedAcademicYear: 2018
TUTInstructor: Nicole Mellow
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: PTH Decision-Making by Institutions + Individuals, PHLH Social Determinants of Health, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

Fall 2017

LEC Section: 01

TF 02:35 PM 03:50 PM Instructor: Cathy Johnson

PSCI 210 Culture and Incarceration

Crosslistings: PSCI 210/AFR 210/AMST 210/GWS 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%); course/group presentations (30%); four 5-page double spaced e-papers (60%)

Prerequisites: none

Enrollment Preferences: none

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 2018

SEM Instructor: Joy James

PSCI 211(S) 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 explore how people behave in the political realm. What are the factors that shape whether citizens pay attention to politics, vote, attend campaigns, 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 it?

Class Format: lecture

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, 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: POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

Spring 2018

LEC Section: 01

MWF 11:00 AM 12:15 PM Instructor: Matthew Tokeshi

PSCI 212 Hip-Hop and Political Theory

Crosslistings: AFR 207/PSCI 212

This course is an introduction into 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 such 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 modes following the logic of neocorporatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip-hop in the United States and around the world is a potential political, anti-political, or neutral force in the realm of politics. 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 experimental inclusion 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 final project must receive instructor approval and convey the contours of 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; not available for the fifth course option

Prerequisites: none

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 2018

LEC Instructor: Neil Roberts

PSCI 213(S) Transitions to Democracy

Crosslistings: GSTST 213

Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Class Format: seminar

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

Spring 2018

LEC Section: 01

MW 11:00 AM 12:15 PM Instructor: Vincent Maphai

PSCI 214 Racial and Ethnic Politics in America

Arguably, the dominant discourse in the election and presidency of Barack Obama and the battle to succeed him was about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum, including Obama and Donald Trump; 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, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, 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: PSCI American Politics Courses

Not Offered Academic Year 2018

LEC Instructor: Matthew Tokeshi

PSCI 215(S) Race and Inequality in the American City (D)

Crosslistings: PSCI 215/LEAD 215

In the past half-century, American cities have gotten both much richer and much poorer. The making of “luxury cities” has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power, housing and employment discrimination; the War on Crime and the War on Drugs and their consequence, mass incarceration; education, and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science,
but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

**Class Format:** seminar

**Requirements/Evaluation:** class participation; several short essays and a 7-page paper with presentation

**Prerequisites:** none

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2, Exploring Diversity

**Other Attributes:** LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course

**Spring 2018**

**SEM Section:** 01 TR 11:20 AM 12:35 PM Instructor: Mason Williams

PSCI 216F (A) 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? 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 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 less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationships 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

**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

**Fall 2017**

**LEC Section:** 01 MWF 11:00 AM 12:15 PM 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? 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:** LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

**Spring 2018**

**LEC Section:** 01 MWF 08:30 AM 09:45 AM Instructor: Justin Crowe

PSCI 218 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 reconciled with democratic 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:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses

**Not Offered Academic Year 2018**

**LEC Instructor:** Nicole Mellow

PSCI 219T Women in National Politics (W)

**Crosslistings:** INTR 219/PSCI 219/WSGS 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

**Not Offered Academic Year 2018**

**TUT 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 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 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 base 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; not available for the fifth course option

**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 2018**

**SEM Instructor:** David Edwards

PSCI 223 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
Other Attributes: LST Interdepartmental Electives, MAST Interdepartmental Electives, POEC International Political Economy Courses, PSCI International Relations Courses
Not Offered Academic Year 2018
LEC 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 and Europe. We 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 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 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Michael MacDonald

PSCI 225 International Security
This course examines when, 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, guerrilla 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
Not Offered Academic Year 2018
LEC Instructor: Rosemary Kelanic

PSCI 228(F) 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
Fall 2017
LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: Cheryl Shanks

PSCI 229(F) 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 nation-states. Today they are increasingly global in scope, and nation-states find themselves more and more the subjects than the masters of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels. 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 interwining of politics and economics, power and wealth, the state and the market. It begins with an overview of the recent history of globalization. The core of the course is made up of a broad analysis of global trade, global finance, and development, with special attention to subjects such as free trade, foreign aid, international policy, and financial crisis. We conclude the course with a close look at current global financial instabilities and the implications for the future of global capitalism.

Class Format: lecture/discussion
Requirements/Evaluation: one 5-7 page paper, one 7-10 page paper, in-class debate, final exam
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
Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Darel Paul

PSCI 231(F) 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 Epicetetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that 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: PSCI Political Theory Courses
Fall 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Mark Reinhardt

PSCI 232 Modern Political Thought (W)
Crosslistings: PSCI 232/PHIL 232
The core 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. Do they help us ask: What is freedom? What is equality? 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 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: PSCI Political Theory Courses
Not Offered Academic Year 2018
LEC Instructor: Laura Ephraim

LEC Instructor: Cheryl Shanks

LEC Instructor: Darel Paul

LEC Instructor: Mark Reinhardt

LEC Instructor: Laura Ephraim
PSCI 233(S) 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 African and African-American politics. 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: seminar
Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15-page final paper
Expected Class Size: 12
Prerequisites: none; open to all
Enrollment Preferences: African Studies concentrators and majors in Political Science and Religion
Enrollment Limit: 15
Spring 2018
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Neil Roberts

PSCI 234(S) Political Romanticism
Crosslistings: ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that Europe and North America 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, philosophy, and art 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. Major works by Kant, Wordsworth & Coldenigel, Smith, P.B. Shelley, Gericault, Delacroix, Turner, Hazlitt, Hegel, Marx, L.C. James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.
Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, and general 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, 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
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Walter Johnston

PSCI 235 Survival and Resistance: Environmental Political Theory (W)
Crosslistings: PSCI 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 compatible with 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 promises and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage critical 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, all assignments and class participation 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
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives, ENVI Humanities, Arts + Social Science Electives, PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Laura Ephraim

PSCI 237 Masculinity and Politics
What is masculinity? How does it relate to men and the male body? Why are debates about masculinity in our culture so fiercely partisan and hyper-political? Motivated by such questions, this course investigates how the concept of masculinity has been present over political power. We have three primary aims. First, to learn how influential political thinkers—especially Plato, Machiavelli, and Foucault—thought about masculinity and its relation to ancient Greece, Rome, and the modern world. Second, to analyze through the lens of masculinity several case studies of statesmen, citizens, and political issues in times of crisis and change—ranging from the Spartan lawgiver Lycurus, to American soldiers in Vietnam, to contemporary debates over pornography and objectivity and modernism itself upon scientific conceptions of knowledge and analytical tools used in the political study of men and masculinity today.
Class Format: seminar
Requirements/Evaluation: engaged class participation, discussion responses, midterm and final papers
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Joshua Vandiver

PSCI 238(F) Economic Liberalism and Its Critics
Crosslistings: POEC 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’s revolutionary socialism, and the reformist ideas of 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; 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 the last phase of course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion
Requirements/Evaluation: four short essays, 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: 25
Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives, POEC Required Courses
Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jon Bakja

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 influenced the development of the sciences through history; on the other hand, 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 objective and value-free models of knowledge and 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 Higgmowrth, 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: PSCI Theory Courses, SCST Related Courses, WGSS Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Laura Ephraim

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 2018
LEC Instructor: Michael MacDonald

PSCI 241 Meritocracy
Crosslistings: 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 — 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-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
Extra Info: not available for the fifth course option
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
Not Offered Academic Year 2018
SEM Instructor: Darel Paul

PSCI 243 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
Not Offered Academic Year 2018
LEC Instructor: Ngonidzaihe Munemo

PSCI 245 Politics of the Middle East
This introductory course deals with both the domestic and regional politics of the Middle East. Focusing on Iran, Iraq, Lebanon, Saudi Arabia, and Syria, it considers the forces that situate, define, and motivate politics inside these countries and between them. It will examine the history of the region and how states came to be created and boundaries drawn between them, the formation of states and their bases of support and sources of power, religious and ethnic conflicts, and the political economy of the countries and the region. It also will engage the on-going civil wars in several countries, state breakdown and the rise of ISIS, geopolitics and the rivalry between Saudi Arabia and Iran.

Class Format: lecture
Requirements/Evaluation: two papers, with a total length of 20 pages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 19
Expected Class Size: 19

Distributional Requirements: Division 2
Other Attributes: PSCI Comparative Politics Courses, PSCI International Relations Courses
Not Offered Academic Year 2018
LEC Instructor: Michael MacDonald

PSCI 247 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
Requirements/Evaluation: two short papers and a final exam
Prerequisites: none
Enrollment Preferences: Political Science and Asian Studies majors
Enrollment Limit: 35
Expected Class Size: 35

Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives, POEC Comparative POEC/Public Policy Courses, PSCI Comparative Politics Courses
Not Offered Academic Year 2018
LEC Instructor: George Crane

PSCI 248F 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 from 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; religion, and foreign policy; the role of political and economic 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.)

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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, POEC Comparative POEC/Public Policy Courses, PSCI American Politics Courses, PSCI Comparative Politics Courses
Fall 2017
LEC 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 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, Malema, identified infection with HIV as 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 the AIDS pandemic while other governments refused to acknowledge or avoid the disease? 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; not available for the fifth course option
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INT150, PHLH150)
Enrollment Preferences:
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: GBST AIDS Studies Electives, PHLH Disease Decision-Making by Institutions + Individuals
Not Offered Academic Year 2018
LEC Instructor: Ngonidzashwe Munemo

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 2018
SEM Instructor: Michael MacDonald

PSCI 257(F) Iran, Islam, and the Last Great Revolution (W)
Crosslistings: PSCI 257/ARAB 257
The title and inspiration for this course comes from Robin Wright's book The Last Great Revolution. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrust of 2500 years of monarchical "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post-colonial Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or underground, in the case of women, who control all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iran, towards the west and towards their fellow, "backwards" citizens?

Class Format: seminar
Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); one medium length paper, 15-20 pages (30%); participation, including blogs, presentation, and précis (40%)
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: 15
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARAB

PSC 261 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 United States had become 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 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 short assignments
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: HIST Group F Electives - U.S. + Canada, LEAD American Foreign Policy Leadership
Not Offered Academic Year 2018
LEC Instructor: Robert McMahon

PSCI 262 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, an in-class midterm and final exam, and a series of short assignments
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
Not Offered Academic Year 2018
LEC 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 that the campaign in Vietnam could be "Vietnamized" by the North Vietnamese and that U.S. involvement would eventually end. The Vietnam 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 Vietnam War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: seminar
Requirements/Evaluation: two 7-page papers, one 8- to 10 page paper, and active class participation
Prerequisites: none
Enrollment Preferences: none
Approval: 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 2018
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 GDP, 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 tourists. Where are the politics in this vast, complicated industry and why is no one paying attention? The World loves various kinds 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 tour-operands, 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 2018
LEC Instructor: Cheryl Shanks

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 the 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 dissipate 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: POCO International Political Economy Courses, PSCI International Relations Courses
Not Offered Academic Year 2018
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. 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 perspective.

Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second
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 medium-length (10-page) research paper and an annotated 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, LATS Countries of Origin + Transnationalism Elect, LEAP American Foreign Policy Leadership, PSCI International Relations Courses
Not Offered Academic Year 2018
LEC Instructor: James Mahon

PSCI 267 International Relations of the Middle East
Crosslistings: PSCI 267/ARAB 267/LEAD 267
This course provides an overview of the international relations of the Middle East, with a special focus on the period from the late nineteenth century to the present. Students will learn about the region's geopolitical significance from both an historical and political science perspective. The first part of the course focuses primarily on the Middle East's impact on the international system throughout the late nineteenth and twentieth centuries, while the second part of the course examines contemporary issues. In substantive terms, the class covers the rise of the Zionist movement; the effects of the First World War on the Middle East; the international politics of the Arab-Israeli conflict; the geopolitics of the area's energy resources; the Cold War in the Middle East; the causes and consequences of the Iranian Revolution; the rise of Islamist movements; the Arab Spring; terrorism; the specter of nuclear proliferation in the area; the Syrian conflict; and the role of the United States in the Middle East. By the end of the term, students should have an enhanced understanding of the major dilemmas related to the region's place in the international system.

Class Format: lecture
Requirements/Evaluation: class participation, two 5- to 6-page papers, midterm, final
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: 30
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses
Not Offered Academic Year 2018

PSCI 268/$(S) 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 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: Political Science majors
Enrollment Limit: 19
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
Spring 2018
LEC Section: 01 M 07:00 PM 09:40 PM
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. " What does "religion" mean in this formulation? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "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 innovative contemporary arguments. Classics may include John Locke's A Letter Concerning Toleration, selections from Jean-Jacques Rousseau's The Social Contract, James Madison's Memorial and Remonstrance Against Assessments, Immanuel Kant's Religion Within the Boundaries of Mere Reason, John Stewart Mill's Three Essays On Religion, and John Dewey's A Common Faith. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

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: 50
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives
Not Offered Academic Year 2019
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 pressing 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 action. How do we ground politics without humans and 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 common? How can we examine the drama of politics without politics and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, and others.

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: 15
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives, PSCI Political Theory Electives
Not Offered Academic Year: 2018
LEC Instructor: Laura Ephraim

PSCI 274(S) Revolutions (W)
Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d'etats, and armed rebellions by looking at a broad range of uprisings, from the "colored revolutions" and liberating "spring" of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of sociocultural phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital streets.

Class Format: seminar
Requirements/Evaluation: first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)
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: 15
Distributional Requirements: Division 2, Writing Intensive
Crosslistings: 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shervin Malekzadeh

PSCI 283(F) 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, of the 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 too often take the form of a new round of novel politics. This class will confront the 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'll also look at how both the scientific and political realities of regulating the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Class Format: seminar
Requirements/Evaluation: participation, several smaller assignments, and a final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, EVST Social Science/Policy, PHLH Nutrition, Food Security & Environmental Health, POEC Comparative P/OG/Public Policy Courses, PSCI Research Courses

Fall 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Pia Kohler


The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and charm. Jefferson, Adams, Madison, Hamilton, and Washington? In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic institutions, and a new republic? But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine the intentions, motivations, and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, and others.

Class Format: seminar
Requirements/Evaluation: 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 American Domestic Leadership 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 G P Electives - U.S. + Canada, HIST Group P Electives - Premodern, LEAD American Domestic Leadership, LEAD Facets or Domains of Leadership

Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Susan Dunn

PSCI 286(F) Russian Politics under Vladimir Putin Crosslistings: PSCI 286/RUSS 286

In 1939, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russia has changed and its politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, these processes produced an economic system characterized by crony capitalism and an electoral authoritarian regime—a political system that formally espouses institutions like multipartyism, parliaments and elections, but violates democratic norms in practice. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustain Vladimir Putin's system? And as Russia faces extraordinary challenges again—marked by the protest wave in 2011-12, the country's economic crisis, the wars in Ukraine and Syria, and the renewed confrontation with the West—what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the role of Stalinist communism and its legacy, and the rise of Vladimir Putin's regime. It will place particular emphasis on the events, processes and legacies that shaped Russia's transition, and its cataclysms and distortions. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the impact of Putin's regime on Russia's economy, governance, identity politics and foreign relations. In this segment, we will also examine how protests and civil society activism shaped post-Communist Russian politics, and conclude with a discussion of scenarios for the future trajectory of Russia. The course will cover many of these topics from a comparative perspective, contrasting how political, economic and social processes in Russia diverged from other countries in post-Communist East Europe and the Former Soviet Union. The course will also be an interdisciplinary approach, integrating perspectives from political science, economics, history, anthropology, social psychology and other disciplines, as it attempts to address the key puzzles of contemporary Russian politics. To provide a more intimate understanding of the social changes and political processes affecting Russia, we will also survey key films, documentaries and other relevant sources and materials in the media and popular culture.

Class Format: lecture
Requirements/Evaluation: mid-term exam, term 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 and Russian majors
Enrollment Limit: none
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets PSCI requirement if registration is under RUSS
Distributional Requirements: Division 2
PSCI 292 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 qualmities pose new, existential threats to the republic? And is there anything that can be done to stop or slow them? This course interrogates the many perils that pundits and activists tell us we should worry about in post-Obama America. In examining these issues, we will seek not only to understand the contours of the potentially dramatic political changes that some say await us 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—on a new era of American leadership begins.

Class Format: lecture
Requirements/Evaluation: five-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 U.S. Political Economy + Public Policy Course
Crosslistings: Not Offered Academic Year 2018
LEC Instructor: Justin Crowe

PSCI 293(F) Leadership and Political Change
Crosslistings: LEAD 293/PSCI 293
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 communication 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/discussion
Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 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: LEAD concentrators and PSCI majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership, LEAD Facets or Divisions of Leadership, PSCI American Politics Courses

Fall 2017
LEC Section: 01
TR 11:20 AM 12:35 PM
Instructor: Chris Gibson

PSCI 294 Contemporary Russian Culture and Politics
Crosslistings: RUSS 214/GBST 101/COMP 220/PSCI 294
This course explores select aspects of contemporary Russian society and politics through 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 and film but as they emerge in the lived reality of Russians since 1991. 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. Analysis of the political and social processes animate this course, drawing on parallels and differences with countries of Eastern Europe. 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 2018
LEC Instructor: Baktygul Aliev

PSCI 301 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 actual 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 Studies majors & concentrators; but other students interested in public policy are welcome
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
Crosslistings: Not Offered Academic Year 2018

PSCI 303(S) Authoritarian Politics
For most of history, human societies have been ruled by dictators of one sort or another. Despite repeated tides of democratization, over 40 percent of the countries in the world today and half its population are still ruled by non-democracies. The aim of this course is to provide a critical understanding of the dynamics of contemporary authoritarianism and the sources of its resilience. First, the course will examine the key differences between democracy and autocracy, and among different types of autocracies. The second part will investigate the means by which contemporary autocracies stay in power. In addition to traditional tactics like repression, clientelism and propaganda, we will explore how autocracies adopted economic, nationalist and populist appeals, and nominally democratic institutions like parties, legislatures and elections, to sustain their rule. The third part will focus on societies ruled by dictatorships, as well as the forces behind the waves of democratization and authoritarian resurgence. It will look at popular opinion and mobilization in autocracies, the sources of resistance, and the dynamics of protests and rebellions that sometimes topple these regimes. Throughout the course, we will explore key case studies to examine how authoritarian systems work in practice. We will also survey key novels, films, journalistic accounts and documentaries to inform class discussions and analysis.

Class Format: seminar
Requirements/Evaluation: mid-term exam, term paper, class participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

Spring 2018
LEC Section: 01
MR 01:10 PM 02:25 PM
Instructor: Aleksandar Matovski

PSCI 308(F) In Search of the American State (W)
Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" has defined American politics for more than 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 light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, 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- to 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
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses, PSCI Research Courses

Fall 2017
SEM Section: 01
TF 01:10 PM 02:25 PM
Instructor: Nicole Mellow

PSCI 309 Problems and Progress in American Democracy (W)
Crosslistings: PSCI 309/LEAD 309
"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "I saw more than America. I sought the image of democracy itself, with 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 to thinking 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 near future? 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 tradition and consumption, 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 viability of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the judiciary 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 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 5-7 pages, six to 12-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: Critical and Cultural Theory Electives, AMST Space and Place Electives
Not Offered Academic Year 2018
LEC Instructor: Justin Crowe

PSCI 311(F) 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? What does Congress not act, especially when the U.S. Congress confronts some pressing masses of 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, 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: PSCI 201 or permission of instructor
Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: PSCI American Politics Courses, PSCI Research Courses
Fall 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Cathy Johnson

PSCI 312T(S) American Political Thought (W)
Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational ideas—about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life—define the American political tradition and consume the American political imagination. Defined not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, the tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate—reconciling where possible, distinguishing where necessary, interpreting in all instances—the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, 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 5-7-page essays, five 2-3-page critiques, and a revised and extended 10-12-page final 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 prospective majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives, LEAD Facets or Domains of Leadership, PHIL-Related Courses, PSCI American Politics Courses, PSCI Political Theory Courses
Fall 2017
TUT Section: T1 TR 08:30 AM 09:45 AM Instructor: Justin Crowe

PSCI 313(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 convict prison lease system to contemporary mass incarceration and “stop and frisk” policies of urban areas in the United States. Also explored will be biological 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 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

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 the sources of stability and continuity and where, if at all, are they located? How does Congress not act, especially when the U.S. Congress confronts some pressing masses of 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: several short essays, weekly writing assignments, and a longer research paper with presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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 2018
SEM Instructor: Nicole Mellow

PSCI 315 Parties in American Politics (W)
Crosslistings: PSCI 315/LEAD 315
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. From one ideal formulation, parties not only link citizens to their government, they also provide the coherency 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 “tweedledee and tweedledum.” 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 such questions as: What constitutes a party? How have the parties changed over time? For whom do they function? Why do two-party systems exist, 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 15-20 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

422
PSI 317(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 reinvigorated 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
Department Notes: satisfies the "Environmental Policy" requirement for the Environmental Studies/PSC International Political Economy concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, ENVI Environmental Policy, EVST Social Science/Policy, MARST Interdepartmental Electives, POEC U.S. Political Economy + Public Policy Course, SCST Elective Courses

Fall 2017
LEC Section: 01 M 07:00 PM 09:40 PM Instructor: David Cassuto

PSCI 318 Race, Public Opinion, and Campaigns
What is the role of race in American public opinion and voting? This question is at the center of American politics today, particularly during the presidency of Barack Obama and the 2016 presidential election. Some commentators argue that racial attitudes were at the center of opposition to Obama's candidacy and legislative agenda and are foremost on voters' minds in 2016. Others suggest that most Americans have moved "beyond race" and that racism explains little of modern American political behavior. We will explore what the empirical literature on race in political science says about this debate and others. Among other things, we will consider the points of conflict and consensus among different racial groups, how Americans of different racial backgrounds think about other groups, and the implications of demographic change (including the growth of the Latino and Asian-American populations and the shrinking white share of the electorate) for future elections.

Class Format: seminar
Requirements/Evaluation: one 2-3 page paper, two 5-7 page papers, a 15-20 page (non-research) paper, 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: 19
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses Not Offered Academic Year 2018
SEM Instructor: Matthew Tokeshi

PSCI 319(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 include coastal field trips, and 10 days of fieldwork
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 studies concentration
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy, EXPE Experiential Education Courses, POEC International Political Economy Courses

Fall 2017
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2018
LEC Section: 01 TBA Instructor: Catherine Hall

PSCI 320 Immigration Politics in the U.S.
The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump’s rise to the presidency was fueled in part by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation's immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and why do different groups believe they are at stake? This seminar examines immigration through the lens of international law, and the implications of immigration for the U.S. role in shaping the future of the global community. We will examine the history of immigration in the U.S.;how immigration policy has shaped it; recent developments in electoral and protest politics; the policy initiatives of the Trump administration, the Republican Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

Class Format: seminar
Requirements/Evaluation: one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; 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: 19
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: POEC International Political Economy Courses Not Offered Academic Year 2018

PSCI 324 International Legalization (W)
In theory, self-determination means that it is those who are ruled who decide who rules them and how. In practice, not only do pervasive international, foreign and universal standards influence what type of government people believe to be acceptable and desirable, but international actors also rule differently on the legitimacy of a regime's policy or on the regime itself. Individual countries have always sought to change others, and following wars, countries have often collectively enforced peace terms. It is multilateral institutions ruling in peacetime that is relatively new. This research seminar investigates organized international, multinational attempts to mold a delinquent country's domestic policies by enforcing extranational standards. We investigate three types of cases: UN Security Council threats and condemnations, international criminal prosecutions, and international election monitoring. All students read common secondary materials and engage in research design workshops; each will write (and rewrite) an independent research paper grounded in primary sources.

Class Format: seminar
Requirements/Evaluation: four short component papers (one 2-page, one 5-page, one 1-page and one 3-page), each subject to revision, and one integrated research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 202
Enrollment Preferences: senior majors, junior majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC International Political Economy Courses, PSCI Research Courses Not Offered Academic Year 2018
SEM Instructor: Cheryl Shanks

PSCI 325 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 cataclysms. 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 of internationalized transitional justice abound. This research seminar examines the intent, process, meaning and consequence of these new practices, 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...
PSCI 327 Leadership and Strategy (W)
Crosslistings: PSCI 327/LEAD 327
This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The course is designed to help participants identify and analyze the principal structural and situational constraints—their 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 global forces 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: active class participation, two 6-8 page papers, and a final exam
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: LEAD Facets or Domains of Leadership, PSCI International Relations Courses
Not Offered Academic Year 2018
SEM Instructor: Cheryl Shanks

PSCI 328(F) Global Environmental Politics (W)
Crosslistings: ENVI 328/PSCI 328
This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.
Class Format: seminar
Requirements/Evaluation: participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the seminar
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies 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 Studies concentration
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: JLST Interdepartmental Electives, POEC International Political Economy Courses, PSCI Research Courses
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Pia Kohler

PSCI 331 Knowledge and Politics
Is there a form of knowledge proper to politics? What are the risks and promise of turning to the sciences to supply or guarantee that knowledge (as we do, in different ways, when we call the study of politics "Political Science" or when we call for "science-based policies")? In this class, we will engage several recent works at the intersection of political theory and science studies that reopen the question of science's proper relationship to politics. These works challenge critical theory's traditional assumption that scientific knowledge is, at best, impotent and, at worst, imperious in the context of politics. Yet in defining a new role for the sciences in politics, they do not take for granted that science is what its traditional advocates often took it to be: objective, dispassionate... in short, a-political. Works we will consider include William Connolly's Neuropolitics, Isabelle Stengers The Invention of Modern Science, Karen Barad's Meeting the Universe Halfway, Bruno Latour's Politics of Nature, Mark Brown's Science in Democracy, and Joseph Rouse's Knowledge and Power.
Class Format: seminar
Requirements/Evaluation: weekly response papers; 15-page term paper; class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: prior course in Political Theory, Critical Theory or Philosophy, or permission of instructor
Enrollment Preferences: Political Theory concentrators, then Political Science majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives, PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Laura Ephraim

PSCI 334 Theorizing Global Justice
While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst of these misfortunes. How are we to understand this contradiction as a matter of justice? What is the 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, Joseph Raltis, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, 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: JLST Facets of Justice/Law, LGST Interdepartmental Electives, PSCI Political Theory Courses
Not Offered Academic Year 2018
LEC Instructor: Nimu Njoyu

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 politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the course 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, Winnicot, 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 5-7-page papers, five or six 1.5 page responses, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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, Writing Intensive
Other Attributes: PSCI Political Theory Courses
Not Offered Academic Year 2018
TUT Instructor: Mark Reinhardt

PSCI 337(S) 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 the world but also how the political field itself is crafted and constructed. Through these explorations, which will consider a wide variety of visual arts and practices (from 17th century paintings to techniques of surveillance), we will also take up fundamental theoretical questions about the place of the visual in political thought. Readings may include Arendt, Bal, Barthes, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Deleuze, Didi-Huberman, Fanon, Foucault, Freedberg, Garland-Thompson, Hariman and Lutes, Hobbes, Machiavelli, Kittler, Mercer, Mitchel, Mulvey, Noé, Plato, Rancière, Warburg, and Zeki.

Class Format: seminar
Requirements/Evaluation: regular, engaged class participation, several 8-page papers
Extra Info: qualified students from all disciplines welcome, space permitting
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 ARTH
Distributional Requirements: Distribution 2, Writing Intensive
Other Attributes: PSCI Political Theory Courses

PSCI 338T Garveyism (W)
Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores 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 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; political and Africanist; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafarianism; and the 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; not available for the fifth course option
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 2018

PSCI 339T (F) Politics in Dark Times: Hannah Arendt (W)
Hannah Arendt's writings bear witness to some of the darkest moments in the history of politics. Arendt lived through—and reflected deeply upon—the rise of totalitarianism (she was interned for a time in a Nazi camp) and the detonation of the atomic bombs. She was an astute critic of capitalist exploitation and a prescient observer of the destructive potential of early developments in genetic engineering. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "the love of the world." In this tutorial, we will investigate what Arendt's vision of politics stands to offer to contemporary struggles to understand and transform the gloomiest aspects of the political present. Through writing and discussion, we will unpack the meaning and debate the relevance of two of her major works—The Origins of Totalitarianism—and other essays, articles, and excerpts. We will also consider secondary sources that use Arendt's ideas to illuminate contemporary problems of environmentalism, human rights, and race.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor
Enrollment Preferences: Political Theory concentrators, Political Science majors
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: PHIL - Related Courses, PSCI Political Theory Courses
Fall 2017
TUT Section: T1 TR 08:30 AM 09:45 AM Instructor: Laura Ephraim

PSCI 340(S) 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, poor populations, weak authoritarian states, and widespread conflict. Is there a resource curse, or is it possible for mineral rich countries to escape the modern counterparts of Midas? In this research 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), two 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; not available for the fifth course option
Prerequisites: any of the introduction courses (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: 12
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses, PSCI Comparative Politics Courses, PSCI Research Courses
Spring 2018
ENR 340/PSCI 343 Modern Midas? Resource Abundance and Development (W)
Many academics, international nongovernmental organizations, international financial institutions, and policy analysts 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, poor populations, weak authoritarian states, and widespread conflict. Is there a resource curse, or is it possible for mineral rich countries to escape the modern counterparts of Midas? In this research 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), two 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; not available for the fifth course option
Prerequisites: any of the introduction courses (PSCI 201, 202, 203, 204) or the permission of instructor
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: POEC Comparative POEC/Public Policy Courses, PSCI Comparative Politics Courses, PSCI Research Courses
Not Offered Academic Year 2018

PSCI 343 Climate Change Law
Crosslistings: ENV 340/PSCI 343
Climate change is an inescapable component not just of environmental law and policy but of all law and 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: ENV 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, EVST Social Science/Policy, JLST Interdepartmental Electives, MAST Interdepartmental Electives, POEC U.S. Political Economy + Public Policy Course, SCST Elective Courses
Not Offered Academic Year 2018

425
Crosslistings: AFR 348/LEAD 348/PSCI 348

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that narrative. We shall begin by briefly surveying black radical thought and politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanitarian meanings of "radical": the national and international relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key later 20th and 21st century Afro-Diaspora intellectuals within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

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; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: AFR Core Electives

Spring 2018

TUT Section: T1 TBA

Instructor: Neil Roberts

PSI 349T(S) 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 colloossal neighbor to 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: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: then a discussion class 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; not available for the fifth course option

Prerequisites: any course on Latin America or permission of instructor

Enrollment Preferences: Political Science majors

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, GBST Latin American Studies Electives, LATS Countries of Origin + Transnationalism Elect, PSCI Comparative Politics Courses

Spring 2018

TUT Section: T1 TF 02:35 PM 03:50 PM

Instructor: James Mahon

PSI 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 dictatorship in others? What 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 fall? To answer these questions, we read works by Moore, Lipset, Schaar, Scissors, 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; not available for the fifth course option

Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 250, 254, and permission of instructor

Enrollment Preferences: Political Science and Political Economy majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: PIOC Comparative PIOC/Public Policy Courses, PSCI Comparative Politics Courses

Not Offered Academic Year 2018

SEM Instructor: David Cassuto
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 ideas and 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 reflection paper, 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

Other Attributes: GBST Latin American Studies Electives, POEC Comparative POEC/Public Policy Courses, PSCI Comparative Politics Courses, PSCI Research Courses

Not Offered Academic Year 2018

LEC Instructor: James Mahon

PSCI 354T Nationalism in East Asia (D)

Crosslistings: PSCI 354T/EAST 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: five 5-page papers and five 2-page critiques

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

Not Offered Academic Year 2018

TUT Instructor: George Crane

PSCI 355T 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 widely regarded and popular scholarly works 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: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: LEAD Facets or Domains of Leadership, LEAD American Foreign Policy Leadership, PSCI International Relations Courses

Not Offered Academic Year 2018

TUT Instructor: James McAllister

PSCI 360(S) Right-Wing Populism (W)

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else—including political ideology, nationalism, conservative religion, and sovereignty was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of "far-right" political movements in the very heart of Europe, challenges the liberal orthodoxy that Fukuyama’s term, "end of history" suggests. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss Donald Trump and the American all-right, Britain’s UKIP, France’s National Front, Hungary’s Fidesz and Jobbik, Poland’s Law and Justice, and other smaller right-wing populist parties in Europe. We will also research both general (globalization, multiculturalism, neoliberalism, mass immigration, unemployment, political elitism) and specific (the expansion of the European Union, the 2007-08 global financial crisis, the Syrian refugee crisis) causes of right-wing populism’s growing appeal over the last decade.

Class Format: seminar

Requirements/Evaluation: two 5- to 7-page essays; major final research paper; regular discussion questions; class participation

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

Prerequisites: PSCI 202, 204, or 229; or permission of instructor

Enrollment Preferences: Political Science majors

Enrollment Limit: 16

Expected Class Size: 15

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: PSCI Comparative Politics Courses, PSCI International Relations Courses, PSCI Research Courses

Not Offered Academic Year 2018

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Darel Paul

PSCI 362T The Wilsonian Tradition in American Foreign Policy (W)

Crosslistings: PSCI 362T/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 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 2018

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 these 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, the Cold 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, Empire and Liberty; Joseph S. Nye, Jr., Power, and Robert Putnam, Made in America: The Remaking of the Cloistered Elite.

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
PSCI 367(S) The Politics of American National Security
Crosslistings: PSCI 367/LEAD 367
Liberal democracies face the challenge of establishing effective civil-military relations in order to 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 forge policies that the forces see as they are forced to adopt the values of the community they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the founding era to the present. To this end, we will explore the constitutional, legal, and political frameworks for civil-military relations are explored to set the conditions for students to assess contemporary U.S. grand strategy and the merits and consequences (including moral-ethical) of using 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 8-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: Leadership in the Arts, LEAD American Foreign Policy Leadership, PSCI International Relations Courses
Spring 2018
SEM Section: 01
MW 11:00 AM to 12:15 PM
Instructor: Chris Gibson

PSCI 369(S) The Crisis of Leadership
Crosslistings: LEAD 369/PSCI 369
It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a “crisis of leadership.” In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment—an “leadership insurGENCY” which, paradoxically, has catalyzed charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resilient. We will begin by examining institutional constraints facing political leaders: globalisation, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership in politics so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: Seminar
Requirements/Evaluation: Class participation, regular response papers, research proposal, research 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, Leadership Studies concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership
Spring 2018
SEM Section: 01
TF 01:10 PM to 02:25 PM
Instructor: Mason Williams

PSCI 370(F) 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 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.
Extra Info: May not be taken on a pass/fail basis.
Prerequisites: None
Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors.
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
Fall 2017
SEM Section: 01
MR 01:10 PM to 02:25 PM
Instructor: Neil Roberts

PSCI 371 Women Activists and Social Movements
Crosslistings: INTN 371/AFR 371/PSCI 371/WGSS 370
This seminar examines the role of women in liberation movements; it focuses on their contributions to the fields of political science, sociology, and art history, as well as students (up to 4) in the graduate program in art history.

Class Format: Seminar
Requirements/Evaluation: Attendance and participation in discussions (10%), collective/group report (30%), 15-page 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 2018

PSCI 374 Shadows of Plato’s Cave: Image, Screen, and Spectacle
Crosslistings: PSCI 374/COMP 374/ARTH 526
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 politics also to the fields 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 metaphorical) 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, Deleuze, Friedberg, Goldsby, Josellit, Mitchell, Nightingale, Rodowick, Rogin, 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 the works of such 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 6- 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 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 2018

SEM Instructor: Mark Reinhardt

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 national self-consciousness throughout the continent, despite the liberatory 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 re-
constitute themselves elsewhere? Is 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 “Jewish” and “Judaism” in these arguments. And we will ask persistently: what constitutes Jewish education? 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, Theodore Herzl, Chaim Soloway, 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; may not be taken on a pass/fail basis; not available for the fifth course option
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
Not Offered Academic Year 2018
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 2017
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
Spring 2018
IND Section: 01 TBA Instructor: James McAllister

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. For 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 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 subject (an institution, a value, a process) and developing a civic education curriculum and pilot assignment 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 practice, 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 experiential 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: 10
Expected Class Size: 13
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses, PSCI American Politics Courses, TEAS Related Courses
Not Offered Academic Year 2018
SEM Instructor: Justin Crowe

PSCI 410(F) 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, exporting resources from the global many for the advantage of an elite few. Critics on the right warn 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 what they see so different? Any diagnosis of contemporary malignancies 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 think through 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: PSCI American Politics Courses
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Nicole Mellow

PSCI 410(S) Senior Seminar in American Politics: The Politics of Belonging

Although many people have described America as inclusive, political debates about belonging have often been contentious and hard-fought. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.

Class Format: seminar
Requirements/Evaluation: class participation, short weekly writing assignments, two short papers, a 20-page research paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one course in American politics
Enrollment Preferences: senior Political Science majors with American Politics concentration
Enrollment Limit: 14
Expected Class Size: 11
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, PSCI American Politics Courses, PSCI Research Courses
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Cathy Johnson

PSCI 411 Advanced Study in American Politics

A year of independent study under the direction of the Political Science faculty, for students who have demonstrated the highest level of accomplishment and shown an aptitude for independent study. The candidate, designated the Sentinels of the Republican 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 for guidance.

Class Format: independent study
Extra Info: this is part of a full-year independent study (481-482)
Distributional Requirements: Division 2
Other Attributes: Not Offered in Academic Year 2018
SEM Instructor: James McAllister

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. America's 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.
PSCI 420 Senior Seminar in International Relations: The Liberal Project in International Relations
The most powerful actors in the international system are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into the liberal project and its challenges. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization and peace promotion, international law, and economic growth and development. The course ends with a discussion of the successes and failures of the European Union as the principal embodiment of the liberal project in international relations.

Class Format: seminar
Requirements/Evaluation: 2-4 papers of 5-7 pages, 0-4 oral presentations, discussion questions, 12-15 page final paper, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: senior Political Science major or permission of instructor
Enrollment Preferences: senior Political Science majors concentrating in International Relations
Enrollment Limit: 16
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses, PSCI Research Courses
Not Offered Academic Year 2018
SEM Instructor: James McAllister

PSCI 420(F,S) Senior Seminar in Human Rights in International Politics and Law (W)
The idea that all humans have rights simply because they are human—indeed, independent of anything they might do or achieve—has transformed local and international politics, probably permanently. This concept’s place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century’s transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize policy. We will also pay attention to the influence of Freud, 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 have been described as “avant-garde” and “utopian.” Among our questions: What is the fate 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: 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: concentrations in Political Theory, followed by other Political Science majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Mark Reinhardt

PSCI 430(S) Senior Seminar: Critical Theory
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 Friedrich Nietzsche and 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 have been described as “avant-garde” and “utopian.” Among our questions: What is the fate 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
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: 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: AMST Critical and Cultural Theory Electives, PSCI Political Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Mark Reinhardt

PSCI 440 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
Not Offered Academic Year 2018

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 as background, the course will examine the domestic, regional, religious, ethno-sectarian, and global dimensions of the civil war. It will consider the role of Syria in the Assad regime as 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

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-W31-494 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) may not be taken on a pass/fail basis; not available for the fifth course option
Dept. Notes: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

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-W31-494 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) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

PSCI 495 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 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
Not Offered Academic Year 2018
IND Instructor: James McAllister

PSCI 496 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 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
Not Offered Academic Year 2018
IND Instructor: James McAllister

PSCI 497(F) Independent Study: Political Science
Political Science independent study.

Class Format: independent study
Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2
Fall 2017
IND Section: 01 TBA Instructor: James McAllister

PSCI 498(S) Independent Study: Political Science
Political Science independent study.

Class Format: independent study
Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2
Spring 2018
IND Section: 01 TBA Instructor: James McAllister

PSYCHOLOGY
(DIV II, with some exceptions as noted in course descriptions)
Chair: Professor STEVEN FEIN

Professors: S. FEIN, L. HEATHERINGTON, K. KIRBY, M. SANDSTROM, T. SANDSTROM, K. SAVITSKY, P. SOLOMON, S. ZAKI, B. ZIMMERBERG.
Associate Professors: A. HANE, N. KORNELL, C. STROUD. Assistant Professors: J. CONE, M. MOHER*, L. SMALARZ, Senior Lecturer: S. ENGEL* Visiting Assistant Professors: N. HARRINGTON, D. NORTON, L. PHIBROOK, L. WILLIAMSON.

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 corresponds 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 493-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 PSYC 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 they are 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
- **Extra Info:**

** PSYC 127(F,S) The Psychology of Success (W) **

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on the major subfields of psychology: personality (e.g., intelligence, gender, and mental illness) and environment (e.g., schooling, parenting, and practice). Other topics will include how discrimination affects success, cross-cultural differences in how children are cared for, and the self-help industry.

- **Class Format:** tutorial
- **Requirements/Evaluation:** evaluation will be based on written work and discussion of that work. A five page paper will be due 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:** none
- **Enrollment Limit:**
- **Expected Class Size:** 50
- **Distributional Requirements:** Division 2
- **Other Attributes:** COGS Interdepartmental Electives, PSYC 200-level Courses
- **Fall 2017**
  - LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Nate Kornell

** 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 that illustrate basic designs and methods of analysis.

- **Class Format:** lecture/lab
- **Requirements/Evaluation:** papers, exams, and project sets
- **Extra Info:** two sections; must register for the lab and lecture with the same instructor
- **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
- **Extra Info:**

** PSYC 212(F,S) 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 only 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 2017**
  - LEC Section: 01  TR 09:55 AM 11:10 AM  Instructor: Tim Lebestky, 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 essays and weekly quizzes (Fall); midterm and final exam (Spring)
- **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 2017**
  - LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Nate Kornell
  - LEC Section: 01  TR 08:30 AM 09:45 AM  Instructor: Kris Kirby
PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: COGS 222/PHL/PSY 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 2017
LEC Section: 01 MW 11:00 AM 12:15 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 and infant 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, dynamic systems, information processing, social learning, attachment, and family systems.
Class Format: lecture/discussion
Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments
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 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Amie Hane
Philbrook
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Lauren
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 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Kenneth Savitsky
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
PSYC 258(S) Language and Literacy Development
Crosslistings: JAPN 258/COGS 258/PSYC 258
Language is uniquely a human function and fundamental to one’s participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read and to acquire a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How ‘natural’ is it to learn to read?
Class Format: seminar
Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Preferences: Japanese , Chinese , Asian Studies, and Psychology majors
Enrollment Limit: 20
Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under COGS, or PSYC
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructors: Mamoru Hatakeyama, Kasumi Yamamoto
PSYC 272 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
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 101
Enrollment Preferences: Psychology majors and those who plan to become teachers
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirement: Division 2
Other Attributes: PSYC 200-level Courses, TEAC Teaching Sequence Courses
Not Offered Academic Year 2018
LEC Instructor: Susan Engel
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: daily quizzes and team-based learning, midterm and final exam, 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
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 presentations 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

Spring 2018

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Noah Sandstrom

LAB Section: 02 R 01:00 PM 04:00 PM 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 paper; 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: NSCI Group B Electives, PSYC Area 1 - Behavioral Neuroscience, PSYC Empirical Lab Course

Fall 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

PSYC 317T(F) Nature via Nurture: Topics in Developmental Psychology

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

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Preferences: Neuroscience concentrators and Psychology majors

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 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

Fall 2017

TUT Section: T1 TBA Instructor: Betty Zimmerberg

LAB Section: T2 R 01:00 PM 04:00 PM Instructor: Betty Zimmerberg

PSYC 318 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 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 or INTR

Distributional Requirements: Division 3

Other Attributes: FMST Related Courses, NSCI Group B Electives, PSYC Area 1 - Behavioral Neuroscience, PSYC Empirical Lab Course, Not Offered Academic Year 2018

SEM Instructor: Betty Zimmerberg

PSYC 319T 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 psychopharmacology" 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
readings will be sci
knowledge? How do learners (and teachers) manage their own learning?
This class will focus on basic research

Not Offered Academic Year 2018

Enrollment Limit: 16
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives, PSYC Area 2 - Cognitive Psychology, PSYC Empirical Lab Course, TEAC Teaching Sequence Courses Spring 2018

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Nate Kornell LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Nate Kornell

PSYC 331(S) Sleep, Health, and Development
Sufficient and good quality sleep is crucial for mental and physical health as well as academic performance. This course will examine the biological underpinnings of sleep and developmental changes in sleep across the lifespan, from infancy to older adulthood, in addition to providing an introduction to the etiology of sleep disorders. A particular emphasis will be placed on discussing environmental influences on sleep, such as the family system, formal schooling, occupation, and culture. Finally, we will explore ways to improve sleep in a variety of populations via intervention, psychoeducation, and public policy. Course materials will take diverse forms, including reading empirical research and theoretical perspectives and listening to podcasts highlighting controversies in the field of sleep research.

Class Format: seminar
Requirements/Evaluation: active class participation, regular thought papers including a self-assessment of one’s own sleep, midterm exam, and 10-page written report and classroom presentation
Prerequisites: PSYC 201 and PSYC 232, or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Lauren Philbrook

PSYC 333 Cognitive Development
Can babies decide which bottle contains more milk? Can toddlers figure out who’s lying? How do kids 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 2018
SEM Instructor: Marko Moher

PSYC 335(F) 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 topics, 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 Fall 2018

435
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 rich 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 project that will involve several pieces of writing
Extra Info: may not be taken on a pass/fail basis
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 2018
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; not available for the fifth course option
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 2018
SEM Instructor: Amie Hane

PSYC 338(S) 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, imagination, and the ability to 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 option
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: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology, PSYC 344 Advanced Research in Social Psychology
Empirical Lab Course, TEAC Teaching Sequence Courses
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Susan Engel

PSYC 340T Interdisciplinary Approaches to Social Psychology (W)
This tutorial will examine new 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; not available for the fifth course option
Prerequisites: PSYC 242
Enrollment Preferences: Psychology majors
Enrollment Limit: 10
Expected Class Size: 16
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: PSYC Area 4 - Social Psychology
Not Offered Academic Year 2018
TUT Instructor: Steven Fein

PSYC 341(S) 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 person research, and how to analyze and understand results, including using SPSS to analyze data.

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
Spring 2018
LEC Section: 01 W 01:10 PM 03:50 PM Instructor: Steven Fein
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Steven Fein

PSYC 342(F) Social Judgment
This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literatures can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people’s judgments and decisions as they pertain to happiness and well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Class Format: empirical lab course
Requirements/Evaluation: a series of short papers; two essay exams; written and oral reports of research
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
Fall 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Jeremy Cone
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Jeremy Cone
PSYC 346 Environmental Psychology

Crosslistings: PSYC 346/ENVI 346

This course is in social psychology as it pertains to the natural environment. We will consider how human 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 report 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, PSYC Area 4 - Social Psychology

Not Offered Academic Year 2018

LEC Instructor: Steven Fein

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 psychologists know on the basis of theories and research regarding topics such 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.

Class Format: seminar/empirical lab
Requirements/Evaluation: exams, written and oral reports of research
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 201 and PSYC 242 or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 16

Other Attributes: PSYC Area 4 - Social Psychology, PSYC Empirical Lab Course

Spring 2018

LEC 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 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., parent-child, 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 cataclysmic 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
Requirements/Evaluation: classroom participation, response papers, midterm, final paper
Prerequisites: PSYC 232 or 252
Enrollment Preferences: Psychology majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

PSYC 351 Childhood Peer Relations and Clinical Issues

An exploration of the important ways peer relationships influence children’s emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed.

Class Format: seminar
Requirements/Evaluation: weekly response papers, midterm exam and a written/oral report of research
Prerequisites: PSYC 201 and either PSYC 232 or 252
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2

Other Attributes: PSYC Area 5 - Clinical Psychology, PSYC Empirical Lab Course, TEAC Related Courses

Not Offered Academic Year 2018

LEC Instructor: Marlene Sandstrom

PSYC 352(F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology 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. Prior to registration, students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Class Format: seminar
Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 252
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

Other Attributes: EXPE Experiential Education Courses, PHLH Reproductive, Maternal and Child Health, PSYC Area 5 - Clinical Psychology

Fall 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Catherine Stroud

PSYC 354(S) Beyond Symptoms: Cognitive and Perceptual Changes in Mental Disorder

When we think of mental disorders, the first things that come to mind are often the symptoms that define them, like hallucinations, delusions, mood disturbances, or anxiety. Interestingly, in addition to these cardinal symptoms, many disorders are accompanied by other mental changes that are similar to those we observe when we are thinking and therefore more scientifically approachable, like problems in perception or in working memory. This course will delve into how our minds and brains perceive and understand the world in a very basic sense, and then explore how perceptual and cognitive processes are altered in mental disorders like schizophrenia, depression, and anxiety disorders, and whether and why such alterations are important. Readings will explore seminal and current findings in the field, as well as theoretical papers. All students will design and conduct an empirical research project based on the course material.

Class Format: seminar
Requirements/Evaluation: two short position papers, occasional one-page response, and a written/oral report of research
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 201 and PSYC 252
Enrollment Preferences: Psychology majors
Enrollment Limit: 10
Expected Class Size: 16
Distributional Requirements: Division 2

Other Attributes: PSYC Area 5 - Clinical Psychology, PSYC Empirical Lab Course

Spring 2018

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Dan Norton
LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Dan Norton

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...
PSYC 252 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

Enrollment Limit: 13

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: Psychology Area 5 - Clinical Psychology

Spring 2018

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Nicole Harrington
Stroud
SEM Section: 04 TR 11:20 AM 12:35 PM Instructor: Lauren
Williamson
SEM Section: 05 TR 11:20 AM 12:35 PM Instructor: Lauren
Philbrook

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 from the department and on our web site.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prequisites: permission of the thesis advisor
Distributional Requirements: Division 2
Fall 2017
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.
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
Prequisites: permission of the thesis advisor
Distributional Requirements: Division 2
Spring 2018
HON Section: 01 TBA Instructor: Steven Fein

PUBLIC HEALTH
Chair: Professor TARA WATSON

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, vaccinations, soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way 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 scientific and society, and between reality and possibility; what effective public health policy is and how we 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 disease, over time and among cultures; how we think about cause and 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 obtained on the public health website 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 admission to the program. With regard to availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

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, and should recognize 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 concentration. Instead, each term, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth and depth that will allow them to develop an understanding of a relevant field-based educational 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 (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or an honors 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.

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 if relevant, 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 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 at the end of the third week in the second semester of the student’s senior 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. Please note electives will not be offered every year. Students should check the course catalog as they consider possible electives.

PHLH Bioethics + Interpretations of Health
CHIN 253/COMP 254/WGSS 255 “Disease” in Modern Chinese Literature and Culture
COMP 232 Reading and Writing the Body
HIST 374 American Medical History
PHIL 212/WGSS 212 Ethics and Reproductive Technologies
PHIL 213 Biomedical Ethics

439
PHLH Biomedical Determinants of Health  
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—Dangerous Biology  
Biol 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease  
Biol 313 Immunology  
Biol 315 Microbiology: Diversity, Cellular Physiology, and Interactions  
Biol 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 Nature via Nurture: Topics in Developmental Psychobiology  
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 Pollution and the Labor Market  
Econ 468 Your Money or Your Life: Health Disparities in the United States  
Econ 504 Public Economics  
PsyC 209/Wgss 209 Poverty in America  
PsyC 228 International Organization  
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  
Math 307 Mathematical Modeling: Dynamics of Infectious Disease (offered only in spring 2016)  
Math 410/BIOL 214 Modeling in Ecology  
PHLH 250 Qualitative Research Methods in Public Health  

PHLH Nutrition, Food Security, and Environmental Health  
Afr 211/Amst 211/Envi 211/Soc 211 Race and the Environment  
Bioc 220/Envi 220 Field Botany and Plant Natural History  
Bioc 308 Integrative Plant Biology: Fundamentals and New Frontiers  
Bioc 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 220 Nutrition in the Developing World  

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 352 Clinical and Community Psychology  
Refl 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 371 Medicine, Pathology, and Power: An Ethnographic View  
Econ 350/Econ 519 Population Economics  
Econ 468 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  
Poe 253 Empirical Methods in Political Economy  
PsyC 201 Experimentation and Statistics  

PLLL Nutrition, Food Security, and Environmental Health  
PLLL Methods in Public Health  
PLLL Biomedical Determinants of Health  

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 participation required  
Prerequisites: none  
Enrollment Preferences: sophomores, potential Public Health concentrators  
Enrollment Limit: 30  
Expected Class Size: 30  
Distributional Requirements: Non-divisional  
Other Attributes: PLLH Core Courses  

PHLH 220(S) Nutrition in the Developing World  
Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and over-nutrition beginning as early as in utero can detrimentally influence health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. Each week will feature a specific macro- or micro-nutrient and highlight the multi-level programmatic approaches for the prevention and treatment of the related nutritional problem. Readings will include both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.  

Class Format: Seminar  
Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation  
Prerequisites: PLLH 201 or equivalent  
Enrollment Preferences: Public Health concentrators  
Enrollment Limit: 19  
Expected Class Size: 15  
Distributional Requirements: Division 2, Writing Intensive  
Other Attributes: PLLH Nutrition, Food Security+Environmental Health  

PHLH 250 Qualitative Research Methods in Public Health  
Qualitative methods provide the opportunity to add in-depth meaning and context regarding research on individuals and the environments of study. This course introduces students to qualitative research theory in Public Health and gives them the opportunity to 'practice' three qualitative research methods: (1) in-depth interviewing, (2) focus groups and (3) participant observation. Students will have the opportunity to pilot each of these three qualitative research methods, analyze a subset of the data via qualitative analysis software, and design a qualitative research study (including the research intervention and program). We will cover best practices in research design, data collection, and analysis. Students will present their findings in oral and written presentations.  

Class Format: Seminar  
Requirements/Evaluation: three 1-page reflection papers, transcription/field notes, one final take-home exam, oral presentation
notes of one qualitative method (5-7 pages), one research proposal (10-15 pages), and an oral presentation.

Prerequisites: PHLH 201 or equivalent

Enrollment Preferences: Public Health concentrators

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

Other Attributes: PHLH Methods in Public Health

Fall 2017

SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Marion Min-Barron

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 topics in public health. Each student will be assigned and investigate a contemporary research topic in public health by designing a study; collecting and analyzing data; and disseminating findings 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/lab

Requirements/Evaluation: active seminar participation, written reflections, and four courses counting towards the PHLH concentration

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor.

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements: Non-divisional

Other Attributes: PHLH Core Courses

Spring 2018

SEM Section: 01  TR 11:20 AM 12:35 PM  Instructor: Amie Hane
LAB Section: 02  R 01:00 PM 04:00 PM  Instructor: Amie Hane

RELIGION (DIV II)

Chair: Associate Professor JASON JOSEPHSON STORM

Professors: D. BUELL*, G. DREYFUS, Associate Professors: J. HIDALGO, J. STORM. Assistant Professors: J. ISRAEL*, S. YACOBO. Visiting Assistant Professor: P. WEBSTER. Lecturer: K. GUTSCHOW. Croghan Bicentennial Professor: K. KING. Visiting Lecturer: Z. ADHAMI. Bolin Fellow: M. TOBIAS.

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 conflicts, practices, and values of specific religious traditions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their 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

REL 200 Theories and Methods in the Study of Religion
One 300-level seminar or tutorial
REL 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 consultation 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 department of study in religion set by the faculty member in consultation with incoming seniors. The specialization will consist of four courses at the 200 or 300 level.

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 faculty member in consultation with incoming seniors. The spring semester will consist of a year-long research project, which will be expected to present in a single colloquium during their senior year.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students will usually have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. 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. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs. You can find general study away guidelines for Religion here.

REL 102 The Meaning of Life

As Henry David Thoreau put it, “the mass of men lead lives of quiet desperation,” attempting to fill the void created by a break or the latter half of the semester. The capstone course is required of all concentrators. 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: 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

Not Offered Academic Year

LEC Instructor: Jason Storm

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 assumed that this knowledge and power claims to summon good and evil spirits, transforming base metals into gold, predicting the future, achieving bodily immortality, directly witnessing the face of God or even
REL 171(S) Music and Spirituality: Cross-Cultural Perspectives (D) (W)
Crosslistings: MUS 171/S
Not Offered Academic Year 2018
Instructor: Zaid Adhami
How does the sacred sound? 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 reflect and produce spiritual experience? This team-taught course will take a comparative 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, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Through the module on world music, we will explore the possibilities of sensory ethnography for better understanding the role of music and the body in spiritual experiences, and through the module on Western Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of religious traditions, including plainchant, sacred music, the music and dance of traditional Western African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen. Owing to its critical cross-cultural and comparative approach to the expression of religious identity and belief through music, and an experiential component that aims to foster extended understanding of the music, religious and musical traditions, this course satisfies the EDI requirement.

REL 200(F) 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, sociology, literary studies, 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 theories (both foundational and contemporary) and trace 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 society? 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?

REL 201 The Hebrew Bible
Crosslistings: REL/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 Bible, we will explore the “secularization” of the Hebraic tradition as well as the “development” of the world’s first sacred canon. How does the sacred sound? 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 reflect and produce spiritual experience? This team-taught course will take a comparative 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, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Through the module on world music, we will explore the possibilities of sensory ethnography for better understanding the role of music and the body in spiritual experiences, and through the module on Western Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of religious traditions, including plainchant, sacred music, the music and dance of traditional Western African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen. Owing to its critical cross-cultural and comparative approach to the expression of religious identity and belief through music, and an experiential component that aims to foster extended understanding of the music, religious and musical traditions, this course satisfies the EDI requirement.

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”? Do “modern nation-states” 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 cases. In every case, the course will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Black Hills in South Dakota. But we will also study the rhetoric of Osama 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 competition for control over what counts as “Judaism,” “Hinduism,” “religion,” “religious,” and so forth is central to religious 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, Tali Al-Aid, Tomoko Masuzawa, Elizabeth Shakur Ham, and others.

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 proclamation 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, 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 fundamentalism, 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 there such a thing as “secularism”? How is it possible to make sense of this complex debate? What does it mean to say that the religious is “dead”? How does the sacred sound? 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 reflect and produce spiritual experience? This team-taught course will take a comparative 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, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Through the module on world music, we will explore the possibilities of sensory ethnography for better understanding the role of music and the body in spiritual experiences, and through the module on Western Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of religious traditions, including plainchant, sacred music, the music and dance of traditional Western African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen. Owing to its critical cross-cultural and comparative approach to the expression of religious identity and belief through music, and an experiential component that aims to foster extended understanding of the music, religious and musical traditions, this course satisfies the EDI requirement.
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 or 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 Gateway Courses

**Not Offered Academic Year 2019**

LEC Instructor: Edan Dekel

**REL 202 Moses: Stranger in a Strange Land**

**Crosslistings:** REL 202/JWST 202/COMP 214

As chieftain, 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 this 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 reconstructions 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 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

**Other Attributes:** JWST Core Electives

**Not Offered Academic Year 2018**

SEM Instructor: Edan Dekel

**REL 203(F) 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 twentieth-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 Law 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 *Carnal Knowledge* and *Midsummer Night's Dream*, 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 Enrollment/Applications in Institutions, JWST Gateway Courses

**Fall 2017**

SEM Section: 01

**TF 01:10 PM 02:25 PM**

**Instructor:** Jeffrey Israel

**REL 204(F) Jesus and Judaism**

**Crosslistings:** REL 204/JWST 204

Was Jesus a Christian? Was he Jewish? And if Christianity’s ostensible founder was Jewish, what does that mean for his Christianess? This course will explore Christian, Jewish, and secular depictions of Jesus’ Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus’ Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly “quests” for the historical Jesus. Was Jesus Jewish? How so and for whom?

**Class Format:** seminar

**Requirements/Evaluation:** active preparation and participation, short papers (3-5 pages), and final exam

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** none

**Expected Class Size:** 40-12

**Distributional Requirements:** Division 2

**Fall 2017**

SEM Section: 01

**TR 11:20 AM 12:35 PM**

**Instructor:** Phillip Webster

**REL 205(S) 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 Greco-Roman wisdom tradition, 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:** Division 2

**Other Attributes:** JWST Core Electives

**Spring 2018**

LEC Section: 01

**TR 09:55 AM 11:10 AM**

**Instructor:** Edan Dekel

**REL 206 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 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 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 Hebrew Bible.

**Crosslistings:** REL 206/COMP 206/JWST 206

This course introduces the study of Job 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 twentieth-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 Law 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 *Carnal Knowledge* and *Midsummer Night’s Dream*, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**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 Enrollment/Applications in Institutions, JWST Gateway Courses

**Fall 2017**

SEM Section: 01

**TF 01:10 PM 02:25 PM**

**Instructor:** Jeffrey Israel

**REL 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Crosslistings:** REL 207/COMP 250/JWST 207/CLAS 207

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 twentieth-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 Law 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 *Carnal Knowledge* and *Midsummer Night’s Dream*, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

**Class Format:** seminar

**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

**Not Offered Academic Year 2018**

SEM Instructor: Edan Dekel
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 influential 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 traditions from 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: none
Distributional Requirements: REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives
Other Attributes: none

REL 209(S) Jewish American
Crosslistings: REL 209/JWST 209
Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly 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, boosters, bigots, and others. We will seek 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, Yuri Slezkine, Shaul Magid, Andrea Most 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 institutional communities, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic 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 Judd Apatow's Curb Your Enthusiasm; Andrea Modica's Listen to America; or figures in early Christian history, it will also require

REL 211 Earliest Christianity
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 "orthodox" and "hersesy" 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.

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 respond to a critical reading 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.

REL 213(F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects
Crosslistings: REL 213/WGSS 216
This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminism, masculinity, and trans* studies.

REL 214 Religion and the State
Crosslistings: REL 214/CI 271

Crosslistings: REL 215/CLAS 215

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became—and continues to be produced as—a book. We will start by examining the letters of Paul—its earliest texts—in terms of the habits and traditions of ancient letter-writing. We will then place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object—a book—and how its changing material status shaped its meaning and functioning. We will trace this transformation from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a painted object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital.“thing” in online spaces and mobile apps.

Class Format: seminar
Requirements/Evaluation: active preparation and participation, two short papers (3-5 pages), midterm, and final exam
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 10-12
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2

Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Phillip Webster

REL 216 Greek Art and the Gods

Crosslistings: ARTH 238/CLAS 248/REL 216

In the Iliad, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympus, bow and quiver on his shoulders, arrows slung as the god moves, “like the coming of night,” to bring gods, 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, as they are represented 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: 15
Expected Class Size: 30
Dept. Notes: satisfies 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 2

Other Attributes: ARTH pre-1600 Courses
Not Offered Academic Year 2019
LEC Instructor: Guy Hedreen

REL 220(S) Spiritualities of Dissent (D)

Crosslistings: REL 220/AFR 219

This course offers an in-depth consideration of spiritual communities that challenge prevailing status quo in the Americas. Interrogating the category of “dissent” through an examination of ‘ethnic’ New Religious Movements in the twentieth and twenty-first centuries, the course seeks to understand how protest fuels the creation and sustenance of novel spiritual systems. The course will examine the dissentive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders and creative writers. Representative traditions include Rastafarianism, Africana Christianity, and radical black Buddhism. Potential case studies of leaders include el-hajj Malik el-Shabazz (Malcolm X), Oba Efunfote Oseijem Adefumi I (Walter King), and Alice Walker. By the end of this course, students will be able to thoughtfully respond to the questions, “What is spirituality?”; “What is dissent?”; and “Has Blasphemy required resistive spiritual communities?”

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, weekly reading response papers (1-page), midterm, and final exam
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 15
Expected Class Size: 10-12
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2

Spring 2018

SEM Section: 01 TR 02:35 PM 03:50 PM Instructor: Phillip Webster

REL 221(F) Technologies of Religion in the Early Christian World

Crosslistings: REL 221/CLAS 221

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? How does communication and interaction with the divine transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in contermum movements: in “pagan” sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competitive religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Class Format: seminar
Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 2

Spring 2018

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Meredith Coleman-Tobias

REL 228 Medieval Europe

Crosslistings: HIST 231/REL 217

Across the entire world of the Middle Ages, no region has captured the modern imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Beowulf 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 learn to place war 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: evaluation will be based upon an array of 500-word papers and weekly quizzes
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

Spring 2018

LEC Section: 01 MWF 12:00 PM 12:50 PM Instructor: Eric Knibbs
REL 224(S) U.S. Latinx Religions (D)
Classcrosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latinx 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 Latina/o communities and religious lives in the U.S.A., we will engage various religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx 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 Latinx religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latinx 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: 25 
Expected Class Size: 15 
Distributional Requirements: Division 2, Exploring Diversity 
Other Attributes: LATS Core Electives 
Fall 2017 
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Jacqueline Hidalgo 
REL 227 Utopias and Americas
Classcrosslistings: 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 imaginings 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 engage with particular instances of utopianism in relation to time, space, environment, gender, family, education, and power. 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 the opportunity to study when and where 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 evaluating 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, ETH Soc Science Electives, LATS Core Electives 
Not Offered Academic Year 2018 
SEM Instructor: Jacqueline Hidalgo 
REL 228(S) Beyond Borders: Introduction to Classical Arabic Literature
Classcrosslistings: ARAB 228/ REL 228
What is often referred to as the "classical" period of Arabic literary culture reaches across vast geographical regions. In this course, students will engage with various texts from this tradition and consider how they challenge, construct and reconstruct temporal, spatial, and epistemic boundaries. Students will become acquainted with classical Arabic literary writing and receiving ground in the history and development of classical Arabic literary culture and the sources for its study. 
Class Format: seminar 
Requirements/Evaluation: weekly reading responses; two papers; participation in class discussions; quiz
Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Arabic Studies majors

Enrollment Limit: 18

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under REL

Distributional Requirements: Division 1

Spring 2018

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Kirsten Beck

REL 229 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 then, and not at other times? How do they read them? What 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 isolation from one another, 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 interdisciplinary course will read selected biblical and extra-biblical 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 ways 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 (1-2 pg response papers), one 5-7 pg analytical essay that will also be revised, a 6-8 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

Not Offered Academic Year 2018

LEC Instructor: Jacqueline Hidalgo

REL 230 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 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-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 retold 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

Not Offered Academic Year 2018

SEM Instructor: Saadia Yacoob

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. We will then examine the nature of knowledge, interpretation and the transmission of these traditions with classical paganism and philosophy, the internal struggle within 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 contemporary world of Islam. The course will end with the end of the Abbasid Caliphate in 1258.

Requirements/Evaluation: one 5-page paper, self-assessed 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, HIST Group E Electives - Middle East, HIST Group P Electives - Premodern

Not Offered Academic Year 2018

REL 236(S) Islam and the West: A Clash of Civilizations? (D)

Crosslistings: ARAB 236/REL 236/SCST 236/HSCI 238

History of scientific traditions and ideas in Islamic civilization, from the origins of Islam to the contemporary period. Students will explore the ancient sources of knowledge that were appropriated by Islamic thinkers, the development and significance of scientific ideas within Islam, and the interaction of science and religion. The transmission and influence of Islamic science on other cultural traditions and its importance for modern science will also be discussed. We will also examine the larger question of rationality within Islamic societies and religion, and how such questions have influenced modern political debates.

Class Format: lecture

Requirements/Evaluation: midterm, final, several short assignments, and a longer final paper

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

Enrollment Limit: 25

Expected Class Size: 15

Distributional Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under REL, HSCI or SCST

Distributional Requirements: Division 1, Exploring Diversity

Fall 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jamil Ragep

REL 233(S) Islam and the West: A Clash of Civilizations? (D)

"This idea that all religions share the same values is bulls**t! and we need to call it bulls**t!" the popular political commentator and critic Bill Maher has said on multiple occasions. "If you are in this religion [Islam], you probably do have values that are at odds [with American values]. This is what liberals don't want to recognize." Maher has acquired a reputation for making strong statements like this about the need for Americans (and liberals in particular) to stand up for their secular liberal values, which are in conflict with and superior to the values of Islam. Maher's comments are only one recent manifestation of a long line of pundits making such claims. This is best exemplified by Samuel Huntington's "Clash of Civilizations" thesis, which famously predicted that there would inevitably be a violent clash between the Islamic and Western Civilizations. This course investigates such ideas about the inherent conflict between Islam and the West. How should we understand the nature of Islamic and Western civilizations and the relation between them? What is the history of this relationship? What has given rise to these standard representations of Islam and Muslims? What are the political stakes and consequences of these representations? How should we understand the phenomenon of "Islamophobia"? We will explore these questions through an in-depth and critical investigation into the history of Euro-American nationalism and colonialism, the concepts of "civilizations" and "religions", the history of modern science, and the nature of Orientalism and secularism.

Class Format: seminar

Requirements/Evaluation: regular reading responses, 5- to 6-page midterm essay, group social-media project (research-based, creating a video essay), final 7- to 8-page essay

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Spring 2018

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Zaid Adhami

REL 236(S) Reading the Qur’an (D) (W)

In the nearly 1500 years of Islamic history, the Qur’an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur’an is...
central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the historical nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'anic epic poetry, we explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Class Format: seminar

Requiroments/Requirements: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

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

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP

Distributional Requirements: Distributional Notes: Division 2, Exploring Diversity, Writing Intensive

Spring 2018

SEM Section: 01

W 01:10 PM 03:50 PM Instructor: Saadia Yacoob

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

Crosslistings: REL 237/AMST 237/AFRT 237

Malcolm X is likely the most prominent and influential Muslim figure in the history of America. This course represents two fundamental theses 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 ask: 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 nationalism" 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 "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 fosters critical thinking about diversity by challenging assumptions of what Muslims are 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/Requirements: in-class participation and presentations; 3 short essays; final project

Prerequisites: none

Enrollment Preferences: none

Expected Class Size: 12

Distributional Requirements: Distributional Notes: Division 2, Exploring Diversity

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

Fall 2017

SEM Section: 01

TR 11:20 AM 12:35 PM Instructor: Zaid Adhami

REL 238 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 lively debates among Muslim theologians regarding 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? Are there limits to what can be known rationally? Are people justified in holding religiously-defined beliefs? 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 medieval period.

Class Format: seminar

Requirements/Requirements: essays and exams

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 5-10

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Instructor: Zaid Adhami
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 Buddhist holist 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.

REL 242 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 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 do Muslim women have claimed religious authority through scriptural interpretation; how have they negotiated their position in Islamic law both the 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, including 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: seminar

Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages)

Prerequisites: none

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Instructor: Saadia Yacoob

REL 245 Tibetan Civilization (D)

Crosslistings: REL 245/ASST 247

Often depicted as Shangrila, a mythical 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 will consider representations 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 resources 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 + Northeast Asia Studies Electives

Not Offered Academic Year 2018

LEC Instructor: Georges Dreyfus

REL 246(T) India's Identities: Reproducing the Nation, Community and Individual (D) (W)

Crosslistings: REL 246/ANTH 246/WGS 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 among 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 is an in 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,
REL 247 Race and Religion in the American West (D)
Classlistings: REL 251/ASST 251/ENG 251
Crosslistings: REL 250/ASST 250
This course is part of the 2016 Diversity Initiative by providing students with tools for cross-cultural understanding and by facilitating the exchange of ideas, perspectives, and experiences. It is the first of a two-course sequence. The second course combines figures 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. Historians of religion regard the American West as an extraordinary site of convergence and one of “the greatest meetings places on the planet.” The region is a site of cultural complexity where Pentecostals maintained a sacred order. Pentecostals attracted a global audience. Native Americans forged legal/protection definitions of “religion,” and Asian immigrants built the first Buddhist temple in Los Angeles. 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 historiographies tend to privilege 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 reconstruct and recontextualize local discourses. This course seeks to examine local discourses of the body in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or bodies in ways that occasion solidarity as well as communal cohesion. How do bodies come to signify the purity or
REL 253(S) Spiritual Crossroads: Religious Life in Southeast Asia (D)
Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer assemblage 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 cohere with each other in profound ways. We begin our understanding 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

REL 255(F) 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 that have shaped a wide 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 laity, 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 we understand Buddhism as a modern global consumer 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 this opportunity to change the face of Buddhism in a global context? Do we root our modern self in a Western cultural context or in the Buddhist tradition? What forms will this new Buddhism take? This course will explore the various aspects of the development of Buddhism today.

Class Format: lecture/discussion
Requirements/Evaluation: participation, class participation, quizzes, essays, research paper
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

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 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 and theirputative 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: 18
Distribution Notes: meets Division 2 requirement if registration is under REL

REL 257(S) 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 a male 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
Requirements/Evaluation: full attendance and participation, two essays
Prerequisites: none
Enrollment Limit: 25
Distributional Requirements: Division 2
Other Attributes: PHIL - Related Courses

REL 258 The Rhetoric(s) of Black Religious Traditions
Crosslistings: AFR 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 such as sermons, music, and other forms of public address in the historical literature on Black religions. We will then examine how secular processes like the rise of secular institutions and the secularization of social and political institutions have shaped the religious movements of the past. We will then investigate how secular processes like the rise of the contemporary civil rights movement have shaped the religious movements of the past.

Class Format: seminar
Requirements/Evaluation: participation, class participation, quizzes, essays, research paper
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: REL, Crosslistings: REL 258 + Cultural Diversity Courses

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 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? 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: none
Enrollment Limit: 20
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 2018

SEM Instructor: Jeffrey Israel

---

**REL 260 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 hardcovers, paperbacks, and e-books, books have both palpably 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 everyday objects, 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 reading the newspaper “front pages” 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 evidence of books in Chinese culture. We will ask: how have books been understood through time, and how do books shape our understanding of time? What does the experience of time mean to writers across genres? How has the invention and spread of the book shaped how we think about time, and how time 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 Limit:** 25

**Expected Class Size:** 25

**Distributional Notes:** meets Division 1 requirement if registration is under ASST, HIST or REL

**Distributional Requirements:** Division 1

**Other Attributes:** HIST Group P Electives - Premodern

Not Offered Academic Year 2018

SEM Instructor: Edan Dekel

---

**REL 261(S) 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 African 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:** seminar

**Requirements/Evaluation:** attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15-page final paper

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

**Prerequisites:** none

**Enrollment Preferences:** African Studies concentrators and majors in Political Science and Religion

**Enrollment Limit:** 15

**Expected Class Size:** 12

**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

Spring 2018

SEM Section: 01

MW 11:00 AM - 12:15 PM

Instructor: Neil Roberts

---

**REL 262T 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 African 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 is not always understood outside of the religious context, 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 a variety of texts, from 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

**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 2018

TUT Instructor: James Manigault-Bryant

---

**REL 263 Giving God a Backseat: 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, rap music and religious traditions such as spirituals and 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

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

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

Not Offered Academic Year 2018

SEM Instructor: VaNatta Ford

---

**REL 265 Sacred Cinema: Black Religion and the Movies**

**Crosslistings:** AFR 316/REL 265/AMST 316

Although they represent different genres, what popular films Madina’s Family Reunion (2006), The Princess and the Frog (2009), and The lobbyists 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 of 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 in film.

Through interdisciplinary, cross disciplinary 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:** seminar

**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:** African 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 2018

LEC Instructor: Rhon Manigault-Bryant

---

**REL 267 The Art of Friendship**

**Crosslistings:** CLAS 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 a source of theories of friendship. This course will explore the ways in which ancient Greek and Latin and authors and antiquity, including Cicero, the Hebrew Bible, and Aristotle, have understood and defended friendship, and will examine its role in modern friendship, in philosophy, and in contemporary society.

**Class Format:** seminar

**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

**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 2018

TUT Instructor: James Manigault-Bryant
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.

**Course Format:** seminar

**Requirements/Evaluation:** exam, class participation, research paper, and a final paper/project

**Prerequisites:** none

**Enrollment Limit:** 20

**Distribution Notes:** meets Division 2 requirement if registration is under REL or CI, or meets Division 2 requirement if registration is under COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under ANTH or REL; meets Division 1 requirement if registration is under ARTH

**Distributional Requirements:** not available for the fifth semester

**Enrollment Limit:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 20

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under CI, REL, or COMP

**Distributional Requirements:** not available for the fifth semester

**Expected Class Size:** 25

**Distribution Notes:** meets Division 2 requirement if registration is under REL or COMP

**Distributional Requirements:** Division 1

**Not Offered Academic Year:** 2018

**ENR:**

**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 REL or COMP; meets Division 2 requirement if registration is under REL

**Distributional Requirements:** Division 1

**Not Offered Academic Year:** 2017

**SEM Instructor:** Amanda Wilcox

**REL 271**

**Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture**

**Crosslistings:** REL 271/ASST 271/COMP 279/GWSS 279

“Ghosts and monsters” (Chinese yo guai, Japanese yokai, Korean yogyoe) have long figured prominently in East Asian cultural history. In medieval East Asian cultures, gods and demons, gods and monsters, 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 explore the role of East Asian materials in translation—including folktale/medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars 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, GWSS, 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 GWSS; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:** Division 2

**Not Offered Academic Year:** 2018

**SEM Instructor:** Jason Storm

**REL 273**

**Heroes, Saints and Celebrity (W)**

**Crosslistings:** ANTH 222/REL 273

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as ‘extraordinary’. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber’s theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

**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:** 15

**Expected Class Size:** 19

**Distributional Requirements:** Division 2, Writing Intensive

**Not Offered Academic Year:** 2018

**SEM Instructor:** David Edwards

**REL 274**

**The Body in Power**

**Crosslistings:** ANTH 299/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 this course is the investigation of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, 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:** 2018

**SEM Instructor:** David Edwards

**REL 280(F)**

**The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit**

**Crosslistings:** ANTH 281/REL 280/ARTH 281

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore the abode of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about human soul and the supernatural are perceived and depicted in the art of these civilizations. Students in this course will curate the upcoming exhibit at WCMA on this topic, together with the professor and the professional staff of the museum. This is a project based course, and each student will study one or more exhibit objects and work on how these objects will be presented in the exhibit.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation; four short papers; 15-page research paper and presentation

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

**Prerequisites:** none

**Enrollment Preferences:** ANTH, SOC and ARTH majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under ANTH or REL; meets Division 1 requirement if registration is under ARTH

**Distributional Requirements:** Division 2

**Fall 2017**

**SEM Section:** 01
**TF:** 02:35 PM - 03:50 PM
**Instructor:** Antonia Foias

**REL 281**

**Religion and Science**

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Alain and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorn have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives by offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and behavior are in many cases stronger than we have thought. Against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be co

**Class Format:** seminar

**Requirements/Evaluation:** full attendance and participation, two essays

**Prerequisites:** none

**Enrollment Limit:** 18

**Distributional Requirements:** Division 2

**Other Attributes:** SCST Related Courses

**Not Offered Academic Year:** 2018

**SEM Instructor:** Georges Dreyfus

**REL 282**

**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 science, and 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 and the atomization, 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
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

REL 285T Haunted: Ghosts in the Study of Religion (W)

Haunting offers a powerful way to speak about forces that affect us profoundly without our being directly responsible. What holds sway over us like an unconditional prescription? The distance between us and that which commands our moves—or their opposite, our immobility—approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known (Avital Ronell, Dictations: On Haunted Writing [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the Holocaust, and personal trauma and loss, the histories, the story, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its “seething absences.” We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what “holds sway” over various approaches to the study of religion, as well as how “religion” constitutes its own ghostly presence, haunting other domains.

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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Religion majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018

REL 286F (F) Moral Life in the Modern World

Crosslistings: SOC 252/REL 286F

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 moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities to which people actually adhere 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 will help us to understand the nature of moral discourse and its relation between cognition and affect. We will also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the place of first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Class Format: seminars
Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)
Prerequisites: some background in either PSYC, COGS, PHIL or permission of instructor
Enrollment Preferences: Religion and Philosophy majors
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements: Division 2, Writing Intensive

REL 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, this explores aspects of its effects on the study of religion, as a (post)modernity, 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 the specific religious traditions and movements 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 Islamicism. Reading list: Harvey, The Condition of Postmodernity; Castells, The Rise of the Network Society; Bauman, Globalization; Kwisto, Modernism and Global Society; Casanova, Public Religious in the Modern World; Ortner, 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)

REL 288(S) Embodiment and Consciousness: A Cross-Cultural Exploration

Crosslistings: REL 288/PHIL 288

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the place of first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Class Format: seminars
Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)
Prerequisites: some background in either PSYC, COGS, PHIL or permission of instructor
Enrollment Preferences: Religion and Philosophy majors
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements: Division 2, Writing Intensive

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 religious experiences 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 discuss culturally specific notions of death and mourning, afterlife visions of the bodiless, 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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Religion and Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Jason Storm

REL 291 Religion and the American Environmental Imagination (W)
Crosslistings: ENVI 291/REL 291/SOC 291
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 understanding 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 the debates about and myths of exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: tutorial
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: permission of instructor or 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, Writing Intensive
Not Offered Academic Year 2018
LEC Instructor: Alexandra Garbarini

REL 297(T) Theorizing Magic (W)
Crosslistings: REL 297/COMP 289/ANTH 297
In the first century, with the rise of pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the relationships of self-defined wise and magic magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine line between magic, science and religion, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's Occult Philosophy, Giordano Bruno's On Magic, Aleister Crowley's Magic Liber Abar, as well as selections from secondary literature, perhaps including Marcel Mauss, A General Theory of Magic, Max Weber, "Science as Vocation," Tanya Luhrmann, Occult Philosophy, E.E. Evans-Pritchard, Witchcraft and Oracles, and Magic among the Azande, and/or Kelly Hayes, Holy Harlots: Femininity, Sexuality and Black Magic in Brazil.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: potential Religion or Comparative Literature majors
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under REL or ANTH; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2, Writing Intensive
Fall 2017
TUT Section: T1
TBA Instructor: Jason Storm

REL 300 Dialectics and the Archaeology of Knowledge
How might one perform a philosophical study of history? How do ideas (including philosophical, artistic and religious movements) advance over time? What makes something "thinkable" in one era, but inconceivable in another? What contemporary intellectual foundations rest on false universals? 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. One school (Hegel, Marx) has focused on tracing dialectical formations as the background against which all history unfolds (Hegel, Derrida, Agamben) performs "philosophical archeology," which Foucault described as "the history of that which renders necessary a certain form of thought." This course will introduce students to these intertwined bodies of theory, which promises to do nothing less than expand 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
REL 302 Philosophy of Religion (W)  Crosslistings: PHIL 281/REL 302
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 defenses 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 the rest of the course, 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. We will then 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 5-6-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; not available for the fifth course option
Prerequisites: 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: PHIL History Courses
Not Offered Academic Year 2018
TUT Instructor: Melissa Barry

REL 303 A History of Islam in Africa (D)  Crosslistings: HIST 303/REL 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 and twentieth 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 BOL course explores the experiences and expressions of the 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
Not Offered Academic Year 2018
SEM Instructor: Kenda Mutongi

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 study with Gadamer, Derrida, Foucault, and Said. 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 drawn 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 Intensive Reading list. H: G. Gerstle, Truth and Method. F. Saussure, Course in General Linguistics. J. Derrida, Of Grammatology. P. Rabinow, Foucault Reader. E. Said, Orientalism. Agamben, Homo Sacer.
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
Requirements/Evaluation: term prospectus (1-2pp) and end-of-term paper, and submission of midterm prospectus (1-2pp) and end-of-term research paper (15-20pp)
Prerequisites: none
Enrollment Preferences: religion; African American (and other American ethnic groups); cultural studies; history; literature; social sciences
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2, Not Offered Academic Year 2018
SEM Instructor: Vincent Wimbush

REL 305 The Black Atlantic as Scriptural Formation  Crosslistings: REL 305/AFR 355
"...I don't read such small stuff as letters. I read men and nations..." The unpacking of this provocative and unsettling statement ascribed to Sojourner Truth can be taken as a springboard for this seminar that explores the politics of the scriptural (or writing) as analytical window onto the complex formation of the circum-Black Atlantic (and its complex relationships to colonial and post-colonial Atlantic worlds). The isolation of selected Black Atlantic "readings" as cultural sites, rituals, performances, institutions, as well as conflicting types of political intervention—from first contacts through slavery to the contemporary irruptions of protest and fundamentalist movements—will structure the seminar.
Class Format: seminar-style discussion
Requirements/Evaluation: consistent participation (informed by engagement of selected readings); and submission of mid-term research paper (15-20pp)
Prerequisites: none
Enrollment Preferences: religion; African American (and other American ethnic groups); cultural studies; history; literature; science
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 2, Not Offered Academic Year 2018
SEM Instructor: Denise Buell

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 feminisms? Feminisms and religion have a long though often troubled history of interconnection. 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 be exploring conflicts within 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 papers, 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: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: WGSS Theory Courses
Not Offered Academic Year 2018
LEC Instructor: Denise Buell

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 how religious and religiously 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 Slone, Pascal Boyer, Veikko
Anton ten, Scott Atran, Richard Dawkins, Dan Sperber, and Ilkka Pyysiäinen.

Class Format: seminar
Requirements/Evaluation: active participation, class presentations, short writing assignments, and a take-home final exam
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 2018

REL 309(S) 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 contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, 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 such power over each other? And how have both the scriptures and the race "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" inflect 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
Spring 2018
LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Jacqueline Hidalgo

REL 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 landmarks 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, Audre Neale Hurston, and Katie Cannon, and will engage material that draws 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 Critical Race + Cultural Diversity Courses, WGSS Theory Courses
Not Offered Academic Year 2018
LEC Instructor: Rhon Manigault-Bryant

REL 311 Black Masculine 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 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 upon class participation, a few short papers, and a final research paper
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
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 2018
SEM Instructor: James Manigault-Bryant

REL 314 Religious and Religious Experience
Crosslistings: LATS 427/REL 314/AMST 327/AFR 357
The very term “religious experience” implies that two or more distinct substances have been brought together. Distinctions of race and religious identity 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 racial and religious mixtures that 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 upon presentation, 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 2018
SEM Instructor: Jacqueline Hidalgo

REL 351 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. The African-American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different cultural 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 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 2018
SEM Instructor: James Manigault-Bryant

REL 357 Disenchantment, Modernity, and the Death of God
A great many theorists have argued that the defining feature of modernity is the departure 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 successful 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 docsmanship of the past? What sciences and reason ultimately sustain awe, 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 myth. We will use 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 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, Tonnes, Walter Benjamin, Bernard Steigler.

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; not available for the fifth course option
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 2018

SEM Instructor: Jason Storm

REL 318 California: Myths, Peoples, Places (W)
Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENV 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 issued 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 graded 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 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENV/ or REL
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: Asian Studies in Race, Ethnicity, Diaspora, AMST Space and Place Electives, ENV/ Humanities, Arts & Social Science, Electives, LATS Core Electives
Not Offered Academic Year 2018

SEM Instructor: Jacqueline Hidalgo

REL 319(S) Milton
Crosslistings: ENGL 315/REL 319
If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It’s hard to shake the feeling that Milton is the fullest of English poets—dull, pious, brilliant and all, and not someone you would read if you didn’t have to. But then what are we to make of the fact that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents—the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read Paradise Lost, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. (Note: the space this course occupies in the curriculum was probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school—about God and Adam and Eve and the serpent—really have been writing about rebellion all along?

Class Format: seminar
Requirements/Evaluation: class discussion, informal weekly writing, a 6-page mid-term essay, and a 15-page final 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: seniors, English majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distribution Notes: meets Division 1 requirement if registration is under REL; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christian Thorne

REL 321(F) Happy Holidays! A Comparative History of Commodifications and Festivals (D) (W)
Crosslistings: HIST 411/ARAB 411/REL 321
What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Class Format: seminar
Requirements/Evaluation: several short response papers and a 20- to 25-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: seniors, especially History and Arabic Studies majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group E Electives - Middle East
SEM Fall 2017
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Magnus Bernhardsson

REL 326T 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 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 Adrienne Rich, Audre Lorde, 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. may not be taken pass/fail or fifth course

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 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 2018
TUT Instructor: Jacqueline Hidalgo

REL 327 Theory after Postmodernism: New Materialisms and Realism
Crosslistings: REL 327/COMP 327

458
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 dancest, as we exit postmodern philosophy we are entering the conceptual horizon. This course will layout this challenge to postmodernism 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 overthrow 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 and dethrone humanity from the center of philosophy. Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine Malabou, Quentin Meillassoux and Bernard Stiegler. Why 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 on a pass/fail basis; not available for the fifth course option
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
Distributional Requirements: Division 2
Distribution Notes: Not offered Academic Year 2018
SEM Instructor: Jeffrey Israel

REL 332(F) Islam and Feminism
Crosslistings: REL 332/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 consideration of orientalist and colonial representations of Muslims as women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. 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 readings, four 2- to 3-page essays
Prerequisites: none
Enrollment Preferences: Religion, Arabic Studies, Women's and Gender Studies, History majors
Enrollment Limit: 15
Distributional Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
SEM Instructor: Saadia Yacoob

REL 334(S) 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, apocryphal re-tellings, and back-stories, 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
Distributional 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
SEM Instructor: Saadia Yacoob
Crosslistings: REL 337/ASST 337/COMP 337
Popularity regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creativity marshaled the resources of 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 to reframe the 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 consider the writings 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 relevance of their ideas in the areas of politics, art, philosophy, culture, and economy. 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 2018
SEM Instructor: Jason Storm

REL 338(F) Transhumanism: Religion, Technoscience, Obsolescence Crosslistings: SOC 346/REL 338
This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called “transhumanist movement” and its overarching aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even “postbiological” existence, the so-called “posthuman condition,” “Humanity 2.0.” Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism’s ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called “GNR” technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism’s racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryogenic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of enchantment and assertion of secularization predicted by modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, informal weekly writing, 15- to 20-page seminar paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Grant Shoffstall

Over the last century, historians, social scientists, and religious scholars 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 sensibilities of African descendants 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 and will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for theorizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumi, and “Orishá-Vodú”). 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
Not Offered Academic Year 2018
SEM Instructor: Meredith Coleman-Tobias

REL 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 renewed 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 ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, the commodification of religion, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar
Requirements/Evaluation: weekly postings, 5-page paper, one 10-page paper, discussion leadership
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 2018
SEM Instructor: Joel Lee

REL 348(S) Religion and Reason
In his most famous and provocative book, The End of Faith, the “New Atheist” author Sam Harris very forcefully brings our attention to the dangerous clash between faith and reason, lamenting humanity’s willingness to suspend reason in favor of religious beliefs. This represents a pervasive trend of thought in the modern world that sees religion as being diametrically opposed to reason and rationality. This course is an in-depth investigation of this notion through the lenses of philosophy, theology, anthropology, and history, asking questions such as: What is reason, and what counts as a rational belief? Are there other grounds that might make one justified in holding a belief? What is the nature of religious belief or faith? Is religious belief uniquely irrational? What gave rise to this discourse on religion? We will be reading primary and secondary materials representing a variety academic disciplines, intellectual traditions, and geographic contexts.

Class Format: seminar
Requirements/Evaluation: regular reading responses, 6- to 8-page midterm essay, final 10- to 12-page essay
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: PHIL - Related Courses
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Zaid Adhami

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 these advancements often appear 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 focus on 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 the transition in Critical Theory and how it questions this modernity. 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 mid-term 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

**Other Attributes:** AMST Critical and Cultural Theory Electives, REL Body of Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Jason Storm

### REL 354(S) Friedrich Nietzsche: Philosophizing with a Hammer Crosslistings: REL 354/COMP 351

In one of his last major writings, *Twilight of the Idols* (Götzen-Dämmerung, 1888), F. Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "Idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed Idols you will ever find...And to the most hollow," To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the Übermensch, and the split between Dionysian/Apollonian modes of thought.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, weekly responses, 10- to 12-page final paper

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:** Division 2

**Other Attributes:** PHIL - Related Courses

Spring 2018

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Jason Storm

### REL 388T(S) Gandhi: Nationalism, Philosophy, and Legacy (D) Crosslistings: HIST 468/ASST 488/GBST 468/REL 388

This course studies the work and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance 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 sexuality, to name just a few. It was these obsessions 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 peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read 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 it 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:** 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:** upper level 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

**Spring 2018**

TUT Section: T1

TBA Instructor: Apanna Kapadia

### REL 397(F) Independent Study: Religion

**Class Format:** independent study

**Distributional Requirements:** Division 2

**Fall 2017**

IND Section: 01

TBA Instructor: Jason Storm

### REL 398(S) Independent Study: Religion

**Class Format:** independent study

**Distributional Requirements:** Division 2

**Spring 2018**

IND Section: 01

TBA Instructor: Jason Storm

### REL 401(F) Issues in the Study of Religion

To be conducted as a working seminar symposium. 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 2017**

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Saadia Yacob

### REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) 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 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 2018**

SEM Instructor: Magnus Bernhardsson

### REL 493(F) Senior Thesis: Religion

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributional Requirements:** Division 2

**Fall 2017**

HON Section: 01

TBA Instructor: Jason Storm
REL 494(S) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study
Extra Info: this is a full-year thesis (493-494)
Distributional Requirements: Division 2
Spring 2018
HON Section: 01 TBA Instructor: Jason Storm

REL 497(F) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2
Fall 2017
IND Section: 01 TBA Instructor: Jason Storm

REL 499(S) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2
Spring 2018
IND Section: 01 TBA Instructor: Jason Storm

ROMANCE LANGUAGES (DIV I)
Chair: Professor JENNIFER FRENCH


FRENCH MAJOR—FRENCH LANGUAGE AND LITERATURE
The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era. The program consists of nine courses above the 102 level. One of these courses must be the 400-level senior seminar during the student's final year at the College.

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, 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 should register 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:

AFR 360 Political Thought Frantz Fanon
ARTH 254 Manet to Matisse
HIST 380 Haitian and French Revolutions
All courses in French and Francophone literature, culture and language above the 103 level
at least two literature courses that are taught 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 the end of the junior year, candidates will have filed a feasibility plan with their major 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 foreign language is insufficient 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 decide whether they 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 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 theses 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 B 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 RLF 101-102, RLF 103, RLF 104, and three additional courses, with at least one of these 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 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 Freshman 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-in-France programs require applicants to have completed a year of study at the college-level French course (four semesters 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 a French-speaking environment. Credit for up to four courses toward 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 student’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 by 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 for further detail. Normally, the French 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.

THE DEGREE WITH HONORS IN FRENCH
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 course 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, midterm 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

Fall 2017
LEC Section: 01 M-F 09:00 AM 09:50 AM Instructor: Brian Martin

RLFR 102(S) 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, video-observations, and film-viewing, 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 taken less than two years of high school French
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

Spring 2018
LEC Section: 01 M-F 09:00 AM 09:50 AM Instructor: Katarzyna Pieprzak

RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures
This first-semester intermediate course builds on RLFR 101-102, with added focus on French-speaking cultures around the globe. The course prepares students for future study in French by increasing comprehension and communication skills, by refining lexical and cultural awareness, and by improving reading and writing. Daily work involves an expanded review of core grammatical structures and an exploration of various media, including film, music, and print. Conducted in French.

Class Format: lecture/conference with the professor, plus a five hour conference meeting with the French Teaching Assistants
Requirements/Evaluation: active class participation, online workbook exercises, compositions (2 drafts), weekly quizzes, midterm, and final examination
Prerequisites: RLFR 101-102 or examination placement
Enrollment Preferences: first- and second-year students and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year
Distributional Requirements: Division 1

Fall 2017
LEC Section: 01 M-F 09:00 AM 09:50 AM Instructor: Annette Curulla
LEC Section: 02 M-F 10:00 AM 10:50 AM Instructor: Annette Curulla

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 to easily comprehend the spoken and written language. 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 knowledge of a wide range of vocabulary. Students will read creatively and in depth, express their ideas orally and in writing, and listen to interviews of artists and writers. Conducted in French.

Class Format: class meets two hours a week plus a third 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: after successfully completing RLFR 104, students may register for RLFR 201
Distributional Requirements: Division 1

Spring 2018
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Katarzyna Pieprzak
LEC Section: 02 W 01:10 PM 02:00 PM Instructor: Katarzyna Pieprzak

RLFR 105(F) Advanced French: Advanced Studies in French Language and Francophone Culture
In this course, we will concentrate on expanding your vocabulary and polish your speaking and oral skills while focusing on the analysis of French and Francophone cultures and the concepts that define them. In particular, we will explore three themes: aimez, avoir peur, et le passé colonial as they relate to national identity in France, North Africa, and the French Caribbean. We will read short literary, theoretical and historical texts, and explore the production of popular culture and how it informs contemporary France. At the same time, we will review and practice advanced grammar concepts. Conducted in French.

Class Format: lecture/conference
Requirements/Evaluation: class participation, short papers, presentations and quizzes, final 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: Division 1

Fall 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Sophie Saint-Just
LEC Section: 02 W 01:10 PM 02:00 PM Instructor: Sophie Saint-Just
LEC Section: 03 TR 11:20 AM 12:35 PM Instructor: Sophie Saint-Just
LEC Section: 04 W 02:10 PM 03:00 PM Instructor: Sophie Saint-Just

RLFR 106(S) Advanced French: Danger and Desire in French Film and Fiction
This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an intensive course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1830 to 2010, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ennio Guibert, Oundj, Lineke, Virouge; and twenty-first-century films by Carol, Ozon, Ducastel, Martineau, Ducourt, and Becker. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the
RLFR 201 The Voice and the Book: Studies in Medieval and Early Modern France
We are a society of silent readers. Our eyes move back and forth over words on a screen or page, and the act feels private, interior. In earlier times, however, people interacted differently with texts. Besides silent reading, texts were transmitted through recitation and improvisation for groups of listeners. This course offers an introduction to the key periods, artistic movements, and genres of medieval and early modern France as they come to bear on the relationship between literature and orality. How did literary forms circulate and develop before and after the invention of the printing press? When did people who write become “writers”? Who read, heard, and performed texts? Who didn’t? Over the course of the semester, students will complete regular creative and analytic writing assignments, which may include short story or poetry writing, short film scripts, and short documentary-style interviews. In addition, students will meet with guest speakers, and practice declamation and performance. Readings to include anonymous authors as well as Marie de France, Villon, Labé, Ronsard, Molière, La Fontaine, Lafayette, Voltaire, Rousseau. Conducted in French.

Class Format: lecture/seminar
Requirements/Evaluation: active class participation, weekly online postings, three short papers, recitation, micro-performance, and final examination
Prerequisites: RLFR 105, or by French placement exam, or permission of instructor
Enrollment Preferences: French majors and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Annette Curulla

RLFR 202(F) War and Resistance: Two Centuries of War Literature in France (1800-2018)
Crosslistings: RLFR 202/WGSS 201
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars to Caesar (during the first century BC) to the recent terrorist attacks in France (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 Ver FOREIGNET, 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 globalization. Readings to include novels, short stories, and poems by Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Caron, Jeanet, Malle, Ango, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or permission of instructor
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality 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
Fall 2017
SEM Section: 01 MW 11:00 AM - 12:15 PM Instructor: Brian Martin

RLFR 203 Introduction to Francophone Literatures (D)
Crosslistings: RLFR 203/AFR 204/COMP 282
What is the Francophone world comprised of? Who speaks French today and why? What does the idea of Francophonie really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the literature-world-monde manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of Francophonie so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (L’hexagone), and Haiti among others.

Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above, placement exam or by permission of instructor
Enrollment Preferences: French majors and certificate, Africana and Comp. Litt.
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1, Exploring Diversity
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018
SEM Instructor: Sophie Saint-Just

RLFR 204 Intro to French Literature: French Drama from Classicism to the Theatre of the Absurd
What 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 play by Molière, Beaumarchais, Musset, Anouilh, Beckett 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 play itself, the social structure, the disease of speech 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 paper
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: Division 1
Not Offered Academic Year 2018
SEM Instructor: Nicole Desrosiers

RLFR 206 Outsiders in French and Francophone Film: Cinematic \nAdaptations of Literary Texts (D)
The banlieue looms large in the French collective imagination. From its origins in medieval law, the term banlieue at the end of the 20th century has taken on multiple, at times overlapping but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, the “urban culture”—as in Hip Hop—produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the banlieue in French music, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the landmark film La haine (1995) and ten years after the 2005 and 2007 riots, how are filmmakers, artists, authors, and social actors working to undermine and reframing the banlieue? What do current depictions of banlieues in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue" films and "banlieue" tell us about the banlieue?

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
Other Attributes: FMST Core Courses
Not Offered Academic Year 2018
SEM Instructor: Nicole Desrosiers

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 indecency and “crimes against public morality.” In 1886, Baudelaire’s novel was attacked by Zola’s novel Nana. In 1899, Théophile Réquin 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
RLFR 226(S) Black France/France Noire (D)
Crosslistings: RLFR 226/AFR 226
On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whitting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembo, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. Conducted in French.
Class Format: seminar
Requirements/Evaluation: response papers, midterm paper, TV show, colloquium
Extra Info: not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Preferences: French and Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 12
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
Spring 2018
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Sophie Saint-Just

RLFR 228(S) Introduction to French and Francophone Film (D)
Crosslistings: RLFR 228/COMP 298
In this course, we watch and examine seminal French and Francophone films. Starting with silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative 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 2018
SEM Instructor: Annelle Curulla

RLFR 250 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 Fayeette, 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, final paper
Prerequisites: French 201, 202, or 203, or by placement test, or by permission of instructor
Enrollment Preferences: French, Comparative Literature, Gender and Sexualities Studies majors, and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Not Offered Academic Year 2018
SEM Instructor: Annelle Curulla
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 classics such as Astérix 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, two short papers, presentation and 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
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Katarzyna Pieprzak

RLFR 261 Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RLFR 261/COMP 261

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the “French” Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling “intimate” stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus slavery, identity, exile, migration, imperialism, culture, and (non-)sovereignty.

Class Format: seminar
Requirements/Evaluations: 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
Prerequisite of films: 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: 10
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
Not Offered Academic Year 2018
SEM Instructor: Sophie Saint-Just

RLFR 309(F) Contemporary Short Stories from North Africa
Crosslistings: RLFR 309/AFR 309

Short stories are the vibrant center of the literary landscape in North Africa today. Written in French or Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and seek to create a new Francophone literary landscape. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdellatif Kilito, Zeina Tabi, Mohamed Zafroz, Ahmed Bouchafir, Soumaya Zahy and Fouad Laroui among others. Conducted in French.

Class Format: seminar/discussion
Requirements/Evaluation: active class participation, weekly response papers, 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: 10
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: GBST Urbanizing World Electives
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Brian Martin

RLFR 318 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 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. Readings include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jullou, Djèbar. Films to include works by Fassbinder, Amma, Loret, Ducastel, Martineau, Téchiné, Charef. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, weekly response papers in RLFR and/or COMP; midterm essay and final essay
Prerequisites: open to students who have taken a literature course in RLFR and/or COMP; meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
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 2018
SEM Instructor: Katarzyna Pieprzak

RLFR 316(S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)
Crosslistings: RLFR 316/WMST 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.” Similarities, 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 fêted 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 riotary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to revoltism and race riots (1968 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 a question: “Is it Paris burning?” and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, 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, Père, Rochefort, and Charef. 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, midterm exam, and two to three papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: exceptional performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-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 WMST; meets Division 3 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives
Spring 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Brian Martin
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; 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
Not Offered Academic Year 2018

SEMINOR

RLFR 326 Molière in Performance
Like Shakespeare, the work of France’s greatest playwright is less a timeless monument than a living, breathing reality that varies its performance. 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’École des femmes, Le Misanthrope, L’Avarre, 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: French 201, 202, or 203, or by placement test, or by permission of instructor
Enrollment Preferences: French, 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 2018

SEMINOR

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 such 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, Dione, Condé, Mermis, Poullain, 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 enroll in 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: seniors 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 2018

SEMINOR

RLFR 412 Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers
Crosslistings: RLFR 412/WGSS 408
In 1834, Balzac wrote that “Paris is a veritable ocean. Sound it: you will never know its depth.” The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing Louise Julien Sorel, the licentious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France’s turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arleta, Leolouch, Chabrol. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by 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 meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Not Offered Academic Year 2018

SEMINOR

RLFR 415(S) Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century
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 after publication, repressed or altered by various religious and civil 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 public 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 which may include Voltaire, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Camilieri, Stael, and others. Key issues may 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, semester-long research project involving an abstract and annotated bibliography at mid-term, and final research paper
Prerequisites: any 200-level RLFR course
Enrollment Preferences: senior French majors or students completing the certificate in French, but open to advanced students of French
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Spring 2018

SEMINOR

RLFR 493(F) 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 2017

HON Section: 01 TBA Instructor: Jennifer French

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
Spring 2018

HON Section: 01 TBA Instructor: Jennifer French

RLFR 497(F) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2017

IND Section: 01 TBA Instructor: Jennifer French

RLFR 498(F) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2018

IND Section: 01 TBA Instructor: Jennifer French

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 subtitles of the written language, and as they become more confident 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.
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 Thore; artists on their works; and critics such as Francastel, Ch. Sterling, M. Fara, Valéry, Fournon) will be analyzed in form and content, translated or rewritten, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.
Class Format: seminar
Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination
Prerequisites: RLFR 511 or permission of instructor; undergraduates are required to obtain permission of instructor
Distributional Requirements: Division 1
Spring 2018
LEC Section: 01
TR 08:30 AM 09:45 AM
Instructor: Michele Monserrani
Desrosiers

ITALIAN

RLIT 101(F) Elementary Italian
This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of conversation patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to conversed with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions.
Conducted entirely in Italian.
Class Format: five hours a week with the professor
Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, midterm and final examination
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

RLIT 102(S) Elementary Italian
This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions conducted entirely in Italian.
Class Format: five hours a week with the professor
Requirements/Evaluation: evaluation will be based on participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final examinations
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

SPANISH

THE MAJOR IN SPANISH
Students who major in Spanish can expect to acquire linguistic fluency and an appreciation of the rich variety of cultures and literatures of the Spanish-speaking world. 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. This 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:

1. The first of these involves the writing of a senior thesis. By May 15th of their senior 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 they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The second semester 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 program) and the winter study period of their senior year (493–494). The thesis will be written in Spanish and usually will 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.

2. On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. 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 defend the honors thesis project in the presence of all members of the Department and others by invitation. The grade will be awarded once the defense.

   The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, the purpose of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

   In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

468
THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 of the year prior to their intended graduation.

For students with no prior Spanish background, the course sequence will consist of Spanish 101–102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200–level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200–level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin–American cultural history (art, literature, drama, music) and the other in Spanish or Latin–American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first–year students who wish to register for any Spanish courses above the 101 level must take this test.

STUDY ABROAD

Spanish majors, as well as non–majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to discuss study–abroad options, destinations and programs available to you. Through its consortial ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in Madrid, but there are many other options. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience. You can find general study away guidelines for Spanish here.

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 workbook and lab exercises weekly
Requirements/Evaluation: evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam
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
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
Fall 2017
LEC Section: 01 M–F 10:00 AM 10:50 AM Instructor: Soledad Fox

RLSP 102(S) 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 workbook and lab exercises weekly
Requirements/Evaluation: evaluation will be based on daily preparation and participation, regular homework assignments, and frequent tests
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
Prerequisites: RLSP 101; 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 2018
LEC Section: 01 M–F 10:00 AM 10:50 AM Instructor: Mirta Suquet

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 two four hours a week
Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterms 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 2017
LEC Section: 01 MWF 11:00 AM 11:50 AM Instructor: Gene Bell–Villard
LEC Section: 02 W 03:10 PM 04:00 PM Instructor: Gene Bell–Villard
LEC Section: 03 MWF 10:00 AM 10:50 AM Instructor: Mirta Suquet
LEC Section: 04 W 02:10 PM 03:00 PM Instructor: Mirta Suquet

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, regular participation in class discussions, 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 2018
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Katheryn Ringer–Hilfinger
LEC Section: 02 W 01:10 PM 02:00 PM Instructor: Katheryn Ringer–Hilfinger
LEC Section: 03 TF 02:35 PM 03:50 PM Instructor: Katheryn Ringer–Hilfinger
LEC Section: 04 W 02:10 PM 03:00 PM Instructor: Katheryn 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 response and to analyze complex grammatical structures within authentic target language contexts.

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
Enrollment Preferences: first–years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Fall 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Walfrido Dorta
LEC Section: 02 W 01:10 PM 02:00 PM Instructor: Walfrido Dorta
LEC Section: 03 MWF 11:00 AM 11:50 AM Instructor: Walfrido Dorta
LEC Section: 04 W 02:10 PM 03:00 PM Instructor: Walfrido Dorta

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; not available for the fifth course option
Prerequisites: RLSP 105, RLSP 106, by Spanish placement exam, or permission of instructor
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 2018

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 and writing skills in Spanish. The course may be taken immediately after 105, by placement exam or 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 Garcia 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. Conducted in Spanish.
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 mid-term and a final exam
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
Spring 2018
LEC Section: 01
MWF 11:00 AM 11:50 AM
Instructor: Gene Bell-Villada
LEC Section: 02
W 03:10 PM 04:00 PM
Instructor: Gene Bell-Villada

RLSP 201(F) 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 "Spain", when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes? Has the visible peninsula 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
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: 18
Expected Class Size: 18
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01
TR 11:20 AM 12:35 PM
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 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, the construction of 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 literature and poetry by authors 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 2018
SEM Instructor: Leyla Rouhi

RLSP 203(F) From Modernism to El Boom de la Novela (W)
A survey of some of the leading imaginative writers of Ibero 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, Lispector, and García Márquez. Conducted in Spanish.
Class Format: lecture/discussion
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
Fall 2017
SEM Section: 01
MR 02:35 PM 03:50 PM
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 of 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/heroines, and how durable are these images if they are produced as expressions of oppression? How are 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, Exploring Diversity
Other Attributes: GBST Latin American Studies Electives
Not Offered Academic Year 2018
LEC Instructor: Jennifer French

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; 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 2018
LEC Instructor: Gene Bell-Villada

RLSP 206 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

470
RLSP 208 The Spanish Civil War in Literature and Film
The 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 Spanish canonical prose, poetry and drama from the periods in question. Emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided 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: prior permission of the instructor.

Distributional Requirements: Division 1, Exploring Diversity
Not Offered Academic Year 2018
LEC Instructor: Leyla Rouhi

RLSP 214(S) "Ecologismo": Literature, Culture and the Environment in Latin America (D)
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? How do Latin America’s “environmental imaginary” differ from 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), M.C. Giardini (Costa Rica); poetry by Estrella Calderón (Nicaragua), Juan Carlos Galeano (Costa Rica), 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: lecture/discussion
Requirements/Evaluation: evaluation based on three 5- to 7-page essays, reaction papers, oral presentations, and active informed class participation.
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor.

Distributional Requirements: Division 2, Exploring Diversity
Not Offered Academic Year 2018
LEC Instructor: Jennifer French

RLSP 215 The Other Caribbean: Identity, Subalternity, and Resistance (19th-21st Centuries)
The Hispanic Caribbean has been viewed as an exotic place since colonial times. This perception was exploited in the Golden age of Hollywood and has been revived in contemporary times through a neo-exotic lens focused on touristic consumption. In this way, region is reproduced in the imaginary as a place of enjoyment and pleasure. This course critically analyzes this imaginary and focuses on the cultural complexity of the Hispanic Caribbean in order to highlight the traces of traumatic experiences that have marked the region: colonization, slavery, the processes of creation and transculturation, the processes of formation of the 20th century that produced the Cuban Revolution and the exploitation of the environment (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), M.C. Giardini (Costa Rica); poetry by Estrella Calderón (Nicaragua), Juan Carlos Galeano (Costa Rica), 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: lecture/discussion
Requirements/Evaluation: evaluation based on three 5- to 7-page essays, reaction papers, oral presentations, and active informed class participation.
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor.

Distributional Requirements: Division 2, Exploring Diversity
Not Offered Academic Year 2018
LEC Instructor: Jennifer French

RLSC 209 Spanish for Heritage Speakers: Introduction to Latin/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 will 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 material and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse Latin/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: Latin/o Studies concentrators or Spanish majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP
Other Attributes: LATS Core Electives
Not Offered Academic Year 2018
SEM 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 the dialectology 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. Offered in Spanish.

Class Format: lecture
Requirements/Evaluation: active participation in class discussions, laboratory work, final 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 2018
Spanish
Class Format: seminar
Requirements/Evaluation: evaluation will be based on linedess
participation, an oral report, short written assignments, and two papers
Extra Info: not available for the fifth course option
conducted in Spanish
Prerequisites: RLSP 105, or placement exam, or Department recommendation
Enrollment Preferences: majors in Spanish, Certificate Students in Spanish, Latin American Studies majors, environmental studies minors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: LATs Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2018
SEM Instructor: Mirta Suquet

RLSP 217T Love in the Spanish Golden Age (W)
The principal focus of this course is the Spanish "comedia" 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 authors Lope de Vega, Tirso de Molina, Calderon, Cervantes, 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 5-9 page paper, left in advance for the tutorial partner, and the other will critique the paper; evaluation is based on the quality of the weekly essays & critiques
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 any four of 25 pages of written work, including mid-term exam and final exam
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 2018
TUT Instructor: Leyla Roihi

RLSP 220(S) 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
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Soledad Fox

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 Nima (Argentina), Roberto Arroyo (Guatemala), Mayra Montero (Puerto Rico), Gisela Belli (Nicaragua), Luis Sepulveda (Chile); poetry by Homero Aridjis (Mexico); essays by Octavio Paz (Mexico), Eduardo Vivero 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 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 meets the requirements of 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 those partners has submitted the night before.
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: students majoring in Spanish or Environmental Studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
Not Offered Academic Year 2018
TUT Instructor: Jennifer French

RLSP 225 Subalternity, Dictatorship, and the Dream of Emancipation: Paraguay, 1811-Present (D) (W)
Paraguay is an "outlier" 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 Roas Babas, especially Son of Man and I the Supreme; stories and poems by Teresa Lamias, Josefinia Pia, and others; 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, and psychoanalysis.
Class Format: seminar
Requirements/Evaluation: three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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 2018
SEM Instructor: Jennifer French

RLSP 227(S) Afro-Caribbean Literature: Race, Gender and Identity (W)
Crosslistings: RLSP 227/AFR 247/COMP 228
The course will focus on the representation of the trauma of slavery and abolitionist narratives in the 19th-century Caribbean. We will study the concept of transculturation and the processes and practices of negotiation and cultural resistance of Afro-descendants throughout the nineteenth and twentieth centuries. In addition, we will focus on conflicts derived from race, gender and identity in the twentieth and twenty-first centuries, closely related to emigration and globalization phenomena.
Class Format: seminar
Requirements/Evaluation: active class participation, three 20- to 25-minute oral presentations, short written assignments, and one 8-page final paper
Prerequisites: RLSP 105 or 200, or permission of the instructor, or results of the Williams College Placement Exam in Spanish
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under AFR or LATS
Distributional Requirements: Division 1, Writing Intensive
Not Offered Academic Year 2018
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Mirta Suquet
RLSP 235(F) A Survey of Hispanic Cinema from 1960 to 2010: Politics, Gender, and Memory
Crosslistings: RLSP 235/COMP 234
This course will survey a selection of representative films of Hispanic cinema (Spain and Latin America) from 1960 to 2010, as artistic discourses that are closely related to the historical, social, and political contexts in which they were produced. This essential relationship will be analyzed and discussed. The course is not intended to be a history of Hispanic cinema, but rather a look at the active filmography through the lens of important theoretical currents and debates that have shaped its development. The emphasis of the course will be to examine the films in the context of the social and political conditions that shaped them.

Prerequisites: any 200-level level RLSP course or permission of the instructor
Enrollment Preferences: Spanish majors or Comparative Literatures majors
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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 disorganized road trip with someone else, the meaning of justice, and the meaning of storytelling, to name a few things. In the process, we will 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. Conducted in Spanish.

Class Format: lecture/discussion
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 Comparative Literature 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 2018
LEC Instructor: Leyla Rohu

RLSP 303 Cervantes "Don Quijote" in English Translation
Crosslistings: COMP 350/RLSP 303
A close study of one of the most influential and early European novels, Don Quijote de la Mancha (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 the experience of religious coexistence in Spain and the performance of gender, realistic and fantastic regimes of representation, political disagreements and memory. Filmmakers to be studied include Luis Buñuel, Pedro Almodóvar, Icíar Bollaín, Luis Puenzo, Alejandro González Iñárritu, among others.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, a final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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

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 and political contexts of their texts. The experiences of immigration and assimilation, as well as the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, latino 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. Questions of the presenter, on the part of the second tutee and the tutor, will follow. Crosslistings will not be granted. 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; not available for the fifth course option
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 Comp Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, LATS Countries of Origin + Transnationalism Elect Not Offered Academic Year 2018
TUT Instructor: Gene Bell-Villalda

RLSP 308(S) 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 autobiographical "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 Erazuso, 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: seminar
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
Spring 2018
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Jennifer French

RLSP 319 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 García Márquez, Vargas Llosa, Pionatorwka, and Tomas Eloy Martinez will be closely studied. Students will also read newspapers and analytical texts that questions the influence of Latin-American authors’ techniques of representation has been decisive and profound. (This course offering is a slightly modified version of a previous senior seminar, RLSP 403, "Power, Repression, and Dictatorship in the Latin-American Novel." Enrolled in Spanish.)

Class Format: seminar
Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation
Prerequisites: one RLSP 105 or one RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Not Offered Academic Year 2018
SEM Instructor: Leyla Rohu

Not Offered Academic Year 2018
SEM Instructor: Gene Bell-Villalda

Not Offered Academic Year 2018
LEC Instructor: Leyla Rohu
RLSP 320(F) Disease and Identity in Latin American Narratives of Self (D) [W]
Crosslistings: RLSP 320/AFR 318/COMP 357
This course focuses on autobiographical, auto-fictional, and testimonial Latin American works in order to analyze the ways in which the authors narrate the transformation of the body and subjectivity because of disease. The main goal of the course is to emphasize the bio-cultural constructions of disease and read the different texts as geo-culturally located expressions in constant dialogue with prior literary representations of disease. Readings by Severo Sarduy, Reinaldo Arenas, Pedro Lombelez, Mario Bellatin, Fermán Vallejo, and Marta Dillon, among others. We will supplement these readings with texts by non-Latin American authors to provide a “world literature” context where possible, and consider several pertinent theoretical frameworks.

Class Format: seminar
Requirements/Evaluation: active class participation, three 20- to 25-minute oral presentations, short written assignments, and two 10-page papers
Prerequisites: any RLSP 200-level course, or permission of the instructor, or results of the Williams College Placement Exam in Spanish
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: distributional requirements as specified in the college catalog
Enrollment Preferences: Placement Exam, or permission of instructor
Prerequisites: any RLSP 200 level course, or Arabic Studies majors
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLSP or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive
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
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1, Exploring Diversity Not Offered Academic Year 2018
SEM Instructor: Leyla Rouhi

RLSP 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 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 Núñez de Reinoso, León, Cemuda, Semprún, Benjamin, Nancy, and Blanchot.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, an oral 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
Extra Info: this is part of a full-year thesis (493-494)

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 Fall 2017
SEM Instructor: Jennifer French
conducted in Russian, at least two must be at the 300 level. The major requires a minimum of ten courses of which at least six must be courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 201 or the equivalent. Students complete the major by combining courses in Russian language and social history.

**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 junior year at the latest, however, they will have established 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 (493-494) 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.

**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.

**RUSS 103(F) Intermediate Russian I (D)**

A continuation of Elementary Russian 101-102, this course seeks to develop conversation, 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 grammar 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.
God save us from seeing a Russian revolt, senseless and merciless,

Crosslistings:

Rebellion

Enrollment Limit:

Prerequisites:

Class Format:

linguistic contexts and practices arise from and contribute to cultural

on a group trip to Moscow and St. Petersburg (at no cost) to activate their

as the Russian revolution and other political upheavals, the cities'

film, short literary texts, song lyrics, blogs, etc

examine their roles as political, business, educational, and cultural centers.

RUSS 201 focuses on

Soviet culture, current events, history, and the arts. As an EDI course, RUSS

examination of a variety of materials

least two years of college

RUSS 202(S) Advanced Russian I (D)

This course continues to develop all four skills—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 2017

SEM Section: 01 MWF 10:00 AM 10:50 AM Instructor: Janneke van de Stadt

RUSS 202(D) Advanced Russian: Moscow and St. Petersburg (D)

This course is thematically organized around the two largest Russian cities: Moscow and St. Petersburg. Mastering all the four language skills (speaking, listening, reading, and writing) on a higher level, we will address various aspects of historical development and contemporary life of these cities. Drawing on the extensive and varied resources of all three weeks, we will examine their roles as political, business, educational, and cultural centers. The authentic materials used for this course will include newspaper articles, film, short literary texts, song lyrics, blogs, etc. The topics will be as diverse as the Russian revolution and other political upheavals, the cities’ architectural heritage and musical scene, and the differences between the Moscow and St. Petersburg dialects of Russian. The class is conducted entirely in Russian. During spring break students in this course will be taken on a group trip to Moscow and St. Petersburg (at no cost) to activate their knowledge of Russian, visit key historical and cultural sites, and carry out assigned study projects in Russian. 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: 3-5

Distributional Requirements: Division 1, Exploring Diversity

Spring 2019

SEM Section: 01 MWF 12:00 PM 12:50 PM Instructor: Vladimir Ivanov

RUSS 203(F) Nineteenth-Century Russian Literature: Rebels and Rebellion

Crosslistings: RUSS 203/COMP 203

*God save us from seeing a Russian revolt, senseless and merciless,* famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it’s not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic.

We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure—the "little man"—will be addressed in the works of Pushkin and Gogol.

We will then discuss woman’s sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov’s plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Class Format: lecture

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Enrollment Limit: none

Expected Class Size: 15

Distributional Requirements: Division 1

RUSS 204 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. Nowadays 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

Prerequisites: none

Enrollment Preferences: RUSS and COMP majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division 1

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 secondary works 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; not available for the fifth course of the term

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

RUSS 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 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 476
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, and in Western societies, and end culture 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

RUSS 244 Contemporary Russian Culture and Politics
Crosslistings: RUSS 214/GBST 101/COMP 220/PSCI 294
This course explores select aspects of contemporary Russian society and politics through literary works and films of post Soviet Russia. We will study the social and political attitudes of particularly the post-Communist period as reflected in fiction and film but as they emerge in the lived realities of Russians since 1991.

Distribution Notes: meets Division 1 if registration is under GBST or WGS

RUSS 215(F) Race and (post)Colonialism in Eurasia (D)
Crosslistings: RUSS 215/COMP 244/GBST 214
This course explores representations of non-Slavic peoples of Eurasia in Russian art and thought from the 19th century to the present. In the process of its historical expansion across Eurasia, the Russian Empire subsumed its political, military, economic and linguistic domains a variety of non-Slavic ethnic groups across the Caucasus and Central Asia. Their non-Slavic appearance, languages, and religious and cultural practices—broadly taken as markers of "race"—gave rise to oriental and exotic images in Russian prose fiction of the first two decades of the 19th century. In the 20th century, however, Soviet generations of indigenous minorities could not only claim the Russian language and cultural heritage as part of their hybrid linguistic and cultural identities, but also actively contribute to the evolving body of the Russian cultural nation, from literature to cinema, while developing their own national traditions.

RUSS 222(S) Russian Literature and European Existentialism
Crosslistings: RUSS 222/COMP 270

Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialist and existentialist are broadly used to describe the worldview and literary style of writers and thinkers as different as Fyodor Dostoevsky, Leonid Andreyev, Martin Heidegger, Franz Kafka, and Jean-Paul Sartre. Reflecting the shift to irrationalism in early twentieth-century philosophy and psychoanalysis, as well as the global cataclysms of the twentieth century, existentialism focuses on the problem of human alienation in the modern world, suggesting ways of overcoming it. In this course addressing the key concepts of existentialist philosophy (angst, borderline situation, the absurd, freedom), we will examine the origins of the existentialist worldview in nineteenth and early twentieth-century Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartre; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

RUSS 248(S) Altering States: Post-Soviet Paradoxes of Identity and Difference (D)
Crosslistings: SOC 248/GBST 247/RUSS 248

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology has created a 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 post-Soviet 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 studies on East Germany, Bulgaria, Hungary, 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:** 8

**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

**Spring 2018**

**TUT Section:** T1  TBA  Instructor: Olga Shevchenko

**RUSS 286(F)** Russian Politics under Vladimir Putin

**Crosslistings:** PSCI 286/RUSS 286

In 1999, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russian politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, the process of reformation, and the political and economic system characterized bycrony capitalism and an electoral authoritarian regime—a political system that formally espouses institutions like multipartyism, parlamentarism and elections, but violates democratic norms in practice. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustain Vladimir Putin's system? And as Russia faces extraordinary challenges again—most notably by the protest wave in 2011-12, the country's economic crisis, the wars in Ukraine and Syria, and the renewed confrontation with the West—what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the roots of the communist collapse, and the country's subsequent trajectory. It will place particular emphasis on the events, processes and legacies that shaped Russia's transition, and its cataclysms and distortions. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the impact of Putin's regime on Russia's economy, governance, identity politics and foreign relations. In this segment, we will also examine how protests and civil society activism shaped post-Communist Russian politics, and conclude with a discussion of the scenarios for the future trajectory of Russia. The course will approach many of these topics from a comparative perspective, contrasting how political, economic and social processes in Russia diverged from other countries in post-Communist East Europe and the Former Soviet Union. The course will also take an interdisciplinary approach, integrating perspectives from political science, economics, history, anthropology, social psychology and other disciplines, as it attempts to address the key puzzles of contemporary Russian politics. To provide a more intimate understanding of the social changes and political processes affecting Russia, we will also survey key films, documentaries and other relevant sources and materials in the media and popular culture.

**Class Format:** lecture

**Requirements/Evaluation:** mid-term exam, term 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 and Russian majors

**Enrollment Limit:** none

**Expected Class Size:** 20

**Distribution Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under RUSS

**Distributional Requirements:** Division 2

**Fall 2017**

**LEC Section:** 01  MR 01:10 PM 02:25 PM  Instructor: Aleksandr Matovski

**RUSS 306 Dostoevsky: Context and Interpretation**

**Crosslistings:** RUSS 306/COMP 306

This course examines some of the best-known works of Fedor Dostoevsky by exploring the richness of their 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 society of the modern age. Key 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

**Not Offered Academic Year 2018**

**SEM Instructor:** Baktygul Aliyev

**RUSS 306(S) Rise and Shine with Tolstoy**

**Crosslistings:** RUSS 306/COMP 306

Prepare to fall in love with this illustrious nineteen-century Russian author. He is worth it! This course will examine the life and major works of Leo Tolstoy in the context of Western intellectual history. Readings will include his two great novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as Hadji Murad. We will also consider some of Tolstoy’s aesthetic and didactic works as we examine his broad, rich, and sometimes unexpected development as an artist and thinker.

**Class Format:** seminar

**Requirements/Evaluation:** active and substantive class participation; short papers; leading class discussion

**Extra Info:** may not be available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** RUSS and COMP majors

**Enrollment Limit:** 15

**Expected Class Size:** 7

**Distributional Requirements:** Division 1

**Other Attributes:** GBST Russian + Eurasian Studies Electives

**Spring 2018**

**SEM Section:** 01  MWF 08:30 AM 09:45 AM  Instructor: Janneke van de Stadt

**RUSS 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 shifted 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 masterpiece, 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; not available for the fifth course option

**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 2018**

**TUT Instructor:** Julie Cassidy

**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 eastern Europe, 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 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 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—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
This course is conducted in Russian and explores cultural and political trends of Russian society since 2000. We will work with authentic print and audiovisual media reports, feature and documentary films, analytical and research materials to develop a wide-ranging understanding of ordinary Russians' lives, their outlook and political views. In 2018, the course provides a trip to Russia, paid for by the College, during which students will interact with Russians, visit key sites of interest, and conduct a study project within the parameters of the course.

**Class Format:** Seminar

**Requirements/Evaluation:** Attendance and participation in class discussions; preparation of video questions; three 3-page written essays; two 10-minute oral presentations; final 5-page research paper

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

**Prerequisites:** Russ 202 or equivalent

**Enrollment Preferences:** Russian majors

**Enrollment Limit:** 6

**Expected Class Size:** 2

**Distributional Requirements:** Division 1

**Semester:** Spring 2018

**Section:** 01

**Instructor:** Baktygul Aliev

**RUSS 493(F) Senior Thesis:**

**Russian 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

**Semester:** Fall 2017

**Honors:** 01

**RUSS 494(S) Senior Thesis:**

**Russian 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

**Semester:** Spring 2018

**Honors:** 01

**RUSS 497(F) Independent Study:**

**Russian independent study.**

**Class Format:** Independent study

**Distributional Requirements:** Division 1

**Semester:** Fall 2017

**Instructors:** 01

**RUSS 498(S) Independent Study:**

**Russian independent study.**

**Class Format:** Independent study

**Distributional Requirements:** Division 1

**Semester:** Spring 2018

**Instructors:** 01

**TBA**

---

**SCIENCE AND TECHNOLOGY STUDIES (DIV II)**

**Chair:** Professor JOSEPH CRUZ

Advisory Committee: Professors: M. ALTSCHELER, D. DETHIER, L. KELAN, J. THOMAN. Associate Professor: B. MLAĐENOVIC*. Visiting Assistant Professor: G. SHOFFSTALL.

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 their work has affected or shaped knowledge. In 2018, 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. 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, sociology, current science, or current technology, but are encouraged to take at least one elective in history, history of science, 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
- ENV 101F Nature and Society: An Introduction to Environmental Studies
- ENV 307/PSCI 317 Environmental Law
- ENV 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies
- HIST 374 American Medical History
- PHIL 209 Philosophy of Science
- PHIL 213T(F) Biomedical Ethics
- PHIL 244T(S) Environmental Ethics
- SOC 368 Technology and Modern Society

**Courses of Related Interest**

- AMST 210(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
- BIOL 218T DNA, Life, and Everything
- CHEM 115 AIDS: The Disease and Search for a Cure
- CSCI: 102(T) The Socio-Techno Web
- ECON 230 The Economics of Health and Health Care
- ENGL 286(S) Writing about Science and Nature
- ENGL 378(F) Nature/Writing
- ENV 208 Science and Politics in Environmental Decision Making
- ENV 210 Governing Nature
- ENV 302 Environmental Planning Workshop
- GEOS 103/ENVI 103 Global Warming and Natural Disasters
- GEOS 215 Climate Change
- GEOS 226 The Oceans and Climate
- HIST 165/LEAD 165 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 107 Spacetime and Quanta
- PHYS 108 Energy Science and Technology
- REL 281 Religion and Science
- SOC 303(F) Cultures of Climate Change
- SOC 300 Measuring Truth
- WGS 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/COM 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 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 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 each)
SCST 124(F) Androids, Sci-Fi, and the Self (W)
Crosslistings: ENGL 124/SCST 124
The idea of an almost-human machine dates to antiquity, and such beings have captured the imaginations of epic poets, religious storytellers, and, more recently, novelists and filmmakers. But why are we fascinated by the possibility of non-human robots passing, or almost passing, as human? Why is the non-human, non-productive android so frequently depicted as exemplifying the worst fears of human nature? And what makes un-gendered androids like Star Wars’ C-3PO comedic or melodramatic? This course focuses on 20th century literary representations of robots and androids, with a dual emphasis on non-human mentalities and on the gendering of non-human bodies. The reading list will include sci-fi classics by the likes of Karel Capek, Isaac Asimov, Ursula Le Guin, and C.L. Moore, as well as more recent work by Octavia Butler, Anne Carson, Ekaterina Sedia, and Marge Piercy. The class will introduce students to critical readings from narrative theory, feminist theory, and philosophy of mind, and we will grapple with the difficulty of distinguishing the android from the human when both are confined to page.
Class Format: seminar
Requirements/Evaluation: four response papers and three more substantial essays (drafted, revised), for a total of about 20 pages; participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course.
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 requirement if registration is under SCST
Distributional Requirements: Division 1, Writing Intensive
Fall 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Ezra Feldman
SCST 236(S) Automatic Culture: From the Mechanical Turk to A.I.
Crosslistings: SCST 236/HSCI 236
This course examines the histories of real and imagined automata—machines that perform complex and multi-step operations without continuous input from human minds. Case studies range from the late 18th-century “Mechanical Turk” hoax to factory automation in the 19th and 20th centuries to the contemporary automation of writing, reporting, and game playing by algorithms and artificial intelligences. We will study the receptions of automata by various audiences, their representations in literature and art, and occasional efforts by humans behave like automata themselves.
Class Format: seminar
Requirements/Evaluation: students will be evaluated based on mid-term and final essays, discussion participation, and brief in-class writing exercises.
Prerequisites: none
Enrollment Preferences: SCTS concentrators
Enrollment Limit: none
Expected Class Size: 19
Distributional Requirements: Division 2
Spring 2018
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Ezra Feldman
SCST 238(F) Science and Civilization in Islam (D)
Crosslistings: ARAB 238/REL 232/SCST 238/HSCI 238
History of scientific traditions and ideas in Islamic civilization, from the origins of Islam to the twentieth century period. Students will explore the ancient sources of science that were appropriated by Islamic thinkers, the development and significance of scientific ideas within Islam, and the interaction of science and religion. The transmission and influence of Islamic science on other cultural traditions and its importance for modern science will also be discussed. We will also examine the larger question of rationality within Islamic societies and religion, and how such questions have influenced modern political debates.
Class Format: lecture
Requirements/Evaluation: midterm, final, several short assignments, and a longer final paper
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
Enrollment Limit: 25
Expected Class Size: 15
Distributional Notes: meets Division 1 requirement if registration is under ARAB; meets Division 2 requirement if registration is under REL, HSCI or SCST
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jamil Ragep
SCST 260(F) The Whale
Crosslistings: ENVI 260/ANTH 260/SCST 260
Between the 1950s and 1970s, public attitudes toward whales and dolphins underwent a remarkable transformation. Once the target of a rapacious global industry, whales rose to prominence from commercial exploitation and occupy the position of global environmental icon. A key figure in the industrial revolution as well as in the emergence of environmental consciousness in North America, whales provide a touchstone for examining the environmental imaginations of diverse peoples and institutions across time and space. This course traces the history of the human-whale relationship from the eighteenth century onward in North America and concludes with an in-depth discussion of whales’ current place in the law, culture, and politics of a globalizing world.
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
Fall 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Les Beldo
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 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 technological 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 tendrils connecting MIT’s legendary Whirlwind computer, the SAGE continental air defense system, nuclear war gaming 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 cyberpunk; 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; Project Cybersyn, 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 2018
SEM Instructor: Grant Shoffstall
SCST 309 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, government officials, 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 seminar-long research project, and participation
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors & concentrators; but other students interested in public policy are welcome
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2018
SCST 330 Technology, Culture and Society
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 familiar with a number of methodological positions on humanism: 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 the material forms of 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)vision; media, and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.

Crosslistings: SOC 338/SCST 338

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Instructor: Grant Shoffstall

SCST 338(F) Transhumanism: Religion, Technoscience, Obsolence

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called “transhumanist movement” and its overriding aim: the transformation and transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even “postbiological” existence, the so-called “posthuman condition,” “Humanity 2.0.” Through close readings of historical documents, contemporary testimonies, and philosophical works on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism’s ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "ORB" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement’s affiliations with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism’s racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryogenic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Extra Info: none available for the fifth course option

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Fall 2017

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Grant Shoffstall

SCST 371 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 biomedecization; from the management of human life to the transformation of “life itself” by way of post-WWII technoscientific interventions aimed at “saving” human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedecization: molecular biology, pharmacogenomics, biotechnology, 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 is of possibility. The course will end 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

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

Not Offered Academic Year 2018

LEC 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. Then they 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

Fall 2017

SEM Section: 01

TBA

Instructor: Grant Shoffstall

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.

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 336 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. Alternately, 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 and HistoricalEpistemology
- PHIL 417/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
- PSYC 351 Childhood Peer Relations and Clinical Issues

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 within 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 the knowledge, skills, and theories 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 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 and production work.

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 study of production and performance, as well as continued participation in departmental stage and production 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 102 Introduction to Performance:** The Art of Collaboration
  - **Theatre 103 Acting:** Fundamentals or Theatre 204 Acting: Scene Work
  - **Theatre 201 Worldbuilding: Staging and Design For The Theatre**
  - **Theatre 244 Introduction to Theatre Technology**
  - **Theatre 248 The Modern Theatre: Plays and Performance or Theatre 229 Modern Drama and Techniques**
  - **Theatre 406 Senior Seminar**

Three elective courses must be taken from the department’s other offerings. One 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 department productions 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, methods, and results of the proposed work. Participation in at least two of the four must be in technical production and one of those two must be in stage management.

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 classes 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, and documentation of the proposed 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 the 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 the student feels have had a particular relevance to their Theatre education that they want to share.

Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or 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 their 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 Chair of the Department or designated Honors Coordinator by the end of the fall semester of their junior year. Students are strongly encouraged to familiarize themselves with their project proposal, candidates are encouraged to consult with the department Chair or designated Honors Coordinator by the end of the fall semester of their junior year.

**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 abroad 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 102(F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance**

Crosslistings: THEA 102/DANC 102/ARTS 102

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, work-shops, and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as Pina Bausch, Anne Bogart, Bill T. Jones, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student’s work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend ‘62 Center Series programming as well as attend other performance events as well. This course is open to students at all levels of experience and is a requirement and gateway to the major in Theatre.

**Course Format:** combined studio/seminar

**Requirements/Evaluation:** assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

**Prerequisites:** none

**Enrollment Preferences:** students considering the major or already majoring in Theatre

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Dept. Notes:** this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

**Distributional Requirements:** Division 1

**Prerequisites:** none

**THEA 103(F) Acting: Fundamentals**

This course is centered on the body and aims to activate all the senses, the physical and grounding technical, physical and grounding technical, physical and grounding technical, physical and grounding technical, physical and grounding technical. The teaching of this class consists of physical and grounding techniques, physical and vocal training, exploration of...
impulses, ensemble work, improvisation, exploring words and ownership of text, building a character and elements of performance.

**THEA 120(F) Introduction to Performance Art**

_Crosslistings: ARTS 120/THEA 120_ Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacy, theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna Mendieta, students will gain an understanding of the mechanisms of performance: The body as object, The Gaze (the dynamics of viewing/being viewed), active and inactive participants, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

**THEA 125(F) Theater and Politics (W)**

_Crosslistings: ENGL 125/THEA 125_ 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 performances 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. In today’s age of global spectatorship, writers, artists, and activists continue to ask: 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 Plato, Euripides, Melville, Woolf/Rancière, and Claire Denis.

**THEA 141 Opera**

_Crosslistings: MUS 141/THEA 141_ 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 consequences of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those 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, Stravinsky, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

**THEA 150(S) The Broadway Musical**

_Crosslistings: MUS 150/THEA 150_ Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multicultural and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers, Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

**THEA 201(S) WorldBuilding: Staging and Design for the Theater**

_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 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.

**THEA 202(F) Ways of Knowing: Music, Movement, Memory (D)**

_Crosslistings: THEA 202/DANC 215/AFR 215/WGSS 215_ This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories,
traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge? In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Asahina and others have called "cultural theorist" Gestures of survival? How has dance, voice, and movement for the actor, voice, performing Shakespeare, aspects of physical theatre, non-realistic acting, etc. 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 this course will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of physical story telling and mime. Assigned research, analysis, discussions, and improvises exercises on stage will give us the opportunity to expand our understanding of dance notation and Katherine Dunham's embodied performance. Registration and participation, preparation in exercises and performance as determined by the instructor in each course option.

**Prerequisites:**
- none

**Enrollment Preferences:**
- if overenrolled, theater majors will get preference

**Expected Class Size:**
- 14

**Distributional Requirements:**
- Division 1, Exploring Diversity

**Semester:** Fall 2017
**Section:** 01
**Meeting Time:** M 01:10 PM - 03:50 PM
**Instructor:** Shayok Chowdhury

**THEA 204(S) Acting: Scene Work**

Students will continue to develop technical skills, and the emotional and intellectual resources required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward. Students will be expected to have had previous acting or performance experience, either through completion of Theatre 101, 102, or 103 or through other relevant production experience.

**Class Format:** studio

**Requirements/Evaluation:**
- studio work
- may not be taken on a pass/fail basis

**Prerequisites:**
- THEA 101, 102, or 103 or permission of instructor

**Enrollment Preferences:**
- Theatre majors or prospective Theatre majors

**Enrollment Limit:**
- 14

**Expected Class Size:**
- 14

**Distributional Requirements:**
- Division 1

**Semester:** Spring 2018
**Section:** 01
**Meeting Time:** M 01:10 PM - 03:50 PM
**Instructor:** Jackson Gay

**THEA 205 The Actor's Instrument**

Building on the Stanislavski-based imagination and characterization skills cultivated in Acting I, this course will focus on developing the actor's physical instrument, ensemble awareness and composition skills to stage scenes from plays that use highly stylized physical movement. The six core disciplines of the Suzuki Method of Actor Training will combine with the actor's "danza del Viento" rudimentary Viewpoints, vocal exercises based on the resonator work of Meredith Monk and Roy Hart, Alexander Technique and Skinner-based speech drills. As the poetic body and awareness of each other expands, students will work individually and in groups to apply their newfound physicality and perceptions to Shakespearean texts with progressively more time dedicated to composition work, monologues and scenes as the course progresses.

**Class Format:** studio

**Requirements/Evaluation:**
- studio work
- may not be taken on a pass/fail basis

**Prerequisites:**
- THEA 101, 102, or 103 or permission of instructor

**Enrollment Preferences:**
- Theatre majors or prospective Theatre majors

**Enrollment Limit:**
- 14

**Expected Class Size:**
- 14

**Materials/Lab Fee:**
- materials fee of $30 to be added to the student's term bill

**Distributional Requirements:**
- Division 1

**Semester:** Not Offered Academic Year 2018
**Instructor:** Kameron Steele

**THEA 212T From Stage to Page: Writing about Dance (W)**

**Crosslistings:**
- DANC 212/THEA 212
- AFR 202/THEA 212
- FCL 208/THEA 212

**Class Format:** studio

**Requirements/Evaluation:**
- studio work
- may not be taken on a pass/fail basis

**Prerequisites:**
- THEA 101, 102, or 103 or permission of instructor

**Enrollment Limit:**
- 19

**Expected Class Size:**
- 19

**Distributional Requirements:**
- Division 2

**Semester:** Not Offered Academic Year 2018
**Instructor:** VaNatta Foro
MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write minority 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
Not Offered Academic Year 2018
TUT Instructor: Munjulika Rahman

THEA 214 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, with guest exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with short 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
Not Offered Academic Year 2018
SEM Instructor: Basil Kreimendahl

THEA 215(F) Performance Ethnography: Global Approaches to Dance (D)
Crosslistings: DANC 214/GBST 215/AMST 214/THEA 215

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Fall 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Munjulika Rahman

THEA 215(S) Global Approaches to Dance: Asian-American Identities in Motion (D)
Crosslistings: DANC 214/GBST 215/AMST 214/THEA 215

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performance to forge and resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists.

No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses, participation, short papers, a midterm, and a final essay
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: 15
Distribution Notes: meets Division 1 requirement if registration is under DANC or THEA; meets Division 2 requirement if registration is under GBST or AMST
Distributional Requirements: Division 1, Exploring Diversity
Spring 2018
SEM Section: 01  TR 11:20 AM 12:35 PM  Instructor: Munjulika Rahman

THEA 225(F) Gender and Sexuality in Asian American Theater (D)
Crosslistings: WGSS 225/THEA 225/COMP 218

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and racialized identities in the theater of the Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chae Yew.

Class Format: seminar
Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: declared WGSS majors
Enrollment Limit: 20
Expected Class Size: 16
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under THEA or COMP
Distributional Requirements: Division 2, Exploring Diversity
Fall 2017
SEM Section: 01  TR 09:55 AM 11:10 AM  Instructor: Vivian Huang

THEA 226(S) Gender and the Dancing Body
Crosslistings: DANC 226/WGSS 226/AMST 226/THEA 226

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. 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 or THEA; meets Division 2 requirement if registration is under WGSS or AMST
Distributional Requirements: Division 1
Spring 2018
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Munjulika Rahman

THEA 227 Made in China or Making "China"?: Twentieth-Century Chinese Performative 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 that reflect the breadth of 20th century; including 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 avant-garde 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 performing race 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 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

**Not Offered Academic Year 2018**

**LEC Instructor:** Man He

---

**THEA 229(S) Modern Drama**

**Crosslistings:** THEA 229/ENGL 202/COMP 202

An introduction to modern 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 studied will likely include: Ibsen, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, The Cherry Orchard; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Miller, Death of a Salesman; Beckett, Waiting for Godot, Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; Stoppard, Arcadia.

**Class Format:** lecture/lab

**Requirements/Evaluation:**
- two 5-page papers; regular journal responses; a final exam; 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:** Theatre, English, and Comparative Literature majors

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Dept. Notes:** this course (or THEA 248) is required for the Theatre major

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories C

**Spring 2018**

**SEM Section:** 01 MR 01:10 PM 02:25 PM

**Instructor:** James Pethica

---

**THEA 241(F) Performing Masculinity in Global Popular Culture (D)**

**Crosslistings:** WGSS 240/AMST 241/LATIS 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 use value 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 current day 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 12 page final paper
- 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
- Prerequisites: none

**Distributional Requirements:** Division 2 requirement if registration is under AMST, LATIS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

**Distributional Requirements:** Division 2, Exploring Diversity

**Other Attributes:** ENGL Experiential Education Courses, FMST Related Courses, LATIS Comparative Race + Ethnic Studies Electives

**Fall 2017**

**SEM Section:** 01 W 01:10 PM 03:50 PM

**Instructor:** Gregory Mitchell

---

**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 class

**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 2018**

**LEC Instructor:** Emily Rea

---

**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, global, and multimedia. We will consider works 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 Vanmeer, Ades’s Powder Her Face, Muhlly’s Two Boys, Monk’s Atlas, and Ashley’s television opera, Perfect Lives.

**Class Format:** discussion/lecture

**Requirements/Evaluation:**
- evaluation based on 3 papers (6, 8, and 12 pages each) and on class participation; drafts of two of these papers will be required
- Prerequisites: none
- Enrollment Preferences: none
- Enrollment Limit: 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1, Writing Intensive

**Not Offered Academic Year 2018**

**LEC Instructor:** W. Anthony Sheppard

---

**THEA 244(F) Introduction to Theatre Technology**

As an overview of performance spaces, theatrical design technologies, technical production methods and management practices, this course will give students a practical working knowledge of theatre technology and organization. The course will cover standard industry tools and working methods for design disciplines including: scenery, lighting, costumes, sound, multimedia. Students will attend lectures, participate in labs in design and technical production, and will be required to participate on the production crew of one or more departmental productions.

**Class Format:** lecture/lab

**Requirements/Evaluation:** weekly practical projects, participation in department productions, and committed, focused participation make up the majority of the evaluation elements for this course

**Prerequisites:** none

**Enrollment Preferences:** Theatre majors and prospective Theatre majors

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Dept. Notes:** this course is required for the Theatre major

**Materials/Lab Fee:** $50 fee

**Distributional Requirements:** Division 1

**Fall 2017**

**LEC Section:** 01 TR 11.20 AM 12:35 PM

**Instructor:** Emily Rea

**LAB Section:** 02 W 01:10 PM 03:50 PM

**Instructor:** Emily Rea

---

**THEA 245 (R)Presenting Sex: Shakespeare on Page and Stage**

**Crosslistings:** EXPR 245/THEA 245/WGSS 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 oppositional terms, even incomparable 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 tension 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 the strengths of each. 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 for writing of papers; "actor" students will have intensive (graded) performance expectations

**Prerequisites:** none; students wishing to enroll as Acting Students should consult with instructor.

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under EXPR or THEA; requirement is under WGSS

**Distributed Requirements:** Division 1

**Not Offered Academic Year 2018**

**THEA 247T Music for Theatre Production**

**Crosslistings:** MUS 247T/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 design? How does creating music to accompany a play differ from writing concert music? Music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does music interact with the spoken drama? Students will discuss music composed for selected plays and will compose music for a scene of a play drawing upon pre-existing works, or creating their own. Format: tutorial. In 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:** 10

**Expected Class Size:** 10

**Distribution Requirements:** Division 1

**Not Offered Academic Year 2018**

**TUT Instructor:** Ileana Perez Velazquez

**THEA 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, Brecht, O'Neill, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambaro, and Fornes. Although emphasis will be given to text 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:** Theatre and English majors, and prospective majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Requirements:** Division 1, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, PERF Interdepartmental Electives

**Not Offered Academic Year 2018**

**SEM Instructor:** James Pethica

**THEA 260 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 identity—for instance against historicist attention to the cultural, political 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 discussions of 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

**Distribution Requirements:** Division 1, Writing Intensive

**Other Attributes:** AMST Arts in Context Electives, PERF Interdepartmental Electives

**Not Offered Academic Year 2018**

**SEM Instructor:** James Pethica

**THEA 267(S) Performance Studies: An Introduction**

**Crosslistings:** COMP 267/ENGL 267/THEA 267/DANC 267

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged thescas as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And—an important partner question—how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance (spectacular and quotidian) while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archival and movement.

**Class Format:** seminar

**Requirements/Evaluation:** two performance reflections, one performance analysis, one final paper/project, in-class participation, midterm reflection

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** COMP majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under
In our rapidl
This studio/seminar course is designed for students with some experi
Crosslistings:
Dept. Notes:
Expected Class Size:
Enrollment Limit:
Requirements/Evaluation:
art or performance project; one 15
Requirements/Evaluation:
art making.
by engaging directly with questions of how
Jacques R
authors as: Allan Kaprow, Theodor Adorno, Augusto Boal, Nicolas Bourriaud,
relational aesthetics, social works, and utopia may be drawn from such
TEAM, The Civilians, Gorilla Girls, Sojourn Theatre, The Neofuturists, Ghana
Santiago Sierra, Francis Alÿs, Tino Sehgal, Paul Chan), collectives (The
temporary artists (Theaster Gates, Mierle Laderman Ukeles,
research on con
public space. Students will also conduct and present to the class independent
series of art and performance projects involving participation, collective labor
of Williams College and Williamstown. We will then design and imp
and performance studies, and art), we will first define the "cultural commons"
theory and debates across disparate fields (law, economics, history, theatre
belonging to all members of a community
begin by exploring the concept of the "commons" as a cultural resource
Enrollment Preferences:
none
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under
AMST, 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
Spring 2018
TUT Section: T1 TBA Instructor: Robert Baker-White
THEA 280 Art of the Commons: Social Practice, Participatory Art and
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 independent research on contemporary artists (Theaster Gates, Mierle Laderman Ukeles, Santiago Sierra, Francis Alÿs, Tino Sehgal, Paul Chan), collectives (The
TEAM, The Civilians, Gorilla 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 Rancière, 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, Exploring Diversity
Not Offered Academic Year 2018
THEA 282(S) Writing for Performance (W)
Crosslistings: THEA 282/ENGL 280
This studio/seminar course is designed for students with some experience in
creative writing and/or performance interested in a deep dive into the art of
playwriting. What is a play? What distinguishes writing for performance from
writing that is meant to be read? How do we craft a blueprint for a live event?
In our rapidly evolving digital world, what sorts of stories and phenomena still
ask to be experienced live? How are contemporary theater and performance
makers pushing the boundaries of what "writing" means and what constitutes
"liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Terrell Alvin
McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-
Lori Parks, Edward Albee, August Wilson, Chuck Mee, Maria Irene Fornés,
Young Jean Lee, Stew, and Lightning Rod Specht, who have deepened and
widened the possibilities of the form. We will also write, beginning with
exercises in character, dialogue, action, and world-building, and working
forward toward a longer final project. Students will be expected to present their own
work and respond to each other's work at the end of the term, we
will present excerpts of our one-act length works as part of an open studio
experience.
Class Format: seminar
Requirements/Evaluation: in-class participation, critical/creative responses to
readings, various writing exercises, final one-act performance piece,
participation in final presentation
Enrollment Preferences: students may not be taken on a pass/fail basis; not available for the fifth
course option
THEA 285(S) Scenic and Lighting Design for Performance
Crosslistings: THEA 285/DCAN 285
The artistic, intellectual, and practical roles of a designer vary widely, from the
spectacle of Broadway to the die-youngself of the Conceptual artist to the
conceptual frame of the art gallery space. This course explores the art
and techniques of lighting and scenic design for performance. While
grounded in a conceptual methodology for development of a design based
in textual analysis and research, this course is equally concerned with providing
instruction in the techniques and craft necessary for bringing a design to
fruition, including: sketching, technical drafting, and model-making; basic
physics and theories of color in both surfaces and light; the use of volume,
movement, color, intensity, and texture as compositional and thematic
tools; the variety of stage lighting instruments and theatrical soft goods
available, and their uses; writing cues; and the translation of concept into light
plots, channel hookups, plans and elevations. We will use a variety of
performance texts (plays, musicals, opera, and dance) to discover and
explore the creative process from the perspective of scenic and lighting
designers. The class format will be a combination of lectures, discussions and
studio work.
Class Format: studio
Requirements/Evaluation: committed class participation and thoughtful,
timely completion of all assignments and projects
Extra Info: may not be taken on a pass/fail basis
Enrollment Preferences: students who have completed THEA 101, 102, 201
or 244, ARTS 100, or equivalent course or practical experience in the
performing or studio arts
Enrollment Limit: 14
Expected Class Size: 6
Materials/Lab Fee: fee of up to $125 for materials and copying to be added
to student term bill
Distributional Requirements: Division 1
Spring 2018
STU Section: 01 Instructor: TBA
THEA 302T Scenic Design and Experimental Performance
Crosslistings: THEA 302/ARTS 221
THEA 275T(S) 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:
that 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 question. We might say that 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,
Machiavelli'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 Eugene O'Neill, Edward
Albee, Sarah Ruhl, Terrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, Maria Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Specht, who have deepened and
widened the possibilities of the form. We will also write, beginning with
exercises in character, dialogue, action, and world-building, and working
forward toward a longer final project. Students will be expected to present their own
work and respond to each other's work at the end of the term, we
will present excerpts of our one-act length works as part of an open studio
experience.
Class Format: seminar
Requirements/Evaluation: in-class participation, critical/creative responses to
readings, various writing exercises, final one-act performance piece,
participation in final presentation
Enrollment Preferences: students who have some experience in creative writing and/or
performance
Enrollment Preferences: students who have taken THEA 214/ENGL 214 or
other creative writing course
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 1, Writing Intensive
Spring 2018
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shayok Chowdhury
THEA 303 Lighting Design
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 lecture, 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: 12
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2018
LEC Instructor: David Gurracay-Morris

THEA 305(F) 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: 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 Studio, sophomores and juniors
Enrollment Limit: 10
Expected Class Size: 8
Dept. Notes: does not satisfy any requirements for the Art major
Materials/Lab Fee: lab fee of $100 will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2017
STU Section: 01 MR 01:10 PM 03:50 PM Instructor: Deborah Brothers

THEA 307(S) Directing for the Stage
An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual 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: none
Enrollment Preferences: Theater majors and prospective Theatre majors
Enrollment Limit: 12
Expected Class Size: 8
Distributional Requirements: Division 1
Spring 2018
STU Section: 01 M 07:00 PM 09:40 PM Instructor: Jackson Gay

THEA 311(S) Theorizing Shakespeare
Crosslistings: ENGL 311/THEA 311/WGSS 311/COMP 310
For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstructionist rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?
Class Format: seminar
Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper.
Prerequisites: 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: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGS
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories A
Spring 2018
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Christopher Pye

THEA 312(F) Applying the Actor’s Instrument
Based on the technique and scene work completed in THEA 205, this course continues to develop group practice, incorporating more advanced exercises in the Suzuki Method of Actor Training, Hatha yoga, Odin Teatret's “danza de viento”, and introducing use of object, improvisation and emotional states work. Building on the Shakespearean soliloquy, dialogue and scene work of THEA 205, this course concentrates on acting ancient Greek tragedy and comedy, with increased focus on extended monologue, divinity address, “theatre of witness” and choreal work while building an awareness of theatre as a public forum. The course culminates in a final public performance.
Class Format: studio
Requirements/Evaluation: attendance, class participation, process writing, final performance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 1
Fall 2017
STU Section: 01 TF 01:10 PM 03:50 PM Instructor: Kameron Steele

THEA 317(F) 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 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 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: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or DANC; 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
Fall 2017
SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Rashida Braggs

THEA 322 Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 332
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 kind of political engagement with 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 responsive 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 2, Exploring Diversity

Other Attributes:
- ASAM Related Courses, FMST Related Courses, LATS Comparative Race + Ethnic Studies Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Vivian Huang

THEA 325T 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 today's stages? In this course, 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 Edmond 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 written 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 may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Expected Class Size: none
Materials/Lab Fee: fee of up to $100 for materials and copying to be added to student term bill

Distributional Requirements:
- Division 1
- Not Offered Academic Year 2018

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 are processed in accordance with familial and 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 policies 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 American political events? In this seminar course, students 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 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

Not Offered Academic Year 2018

SEM Instructor: Christina Simko

THEA 330(S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA 330/COMP 330/AMST 331

The course will be 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 Vibe’s (LaRavene Chanin), 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 Button, 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, Kermitt 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/performace
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under COMP; 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, FMST Related Courses

SEM Section: 01 R 01:10 PM 03:50 PM Instructor: Deborah Brothers

THEA 335 The Culture of Carnival (D)

Crosslistings: THEA 335/COMP 338

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a multidimensional way of viewing the world as it has become. A variety of sources will be used 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, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade
Prerequisites: none
Enrollment Preferences: sophomores and first-year students
Enrollment Limit: 20
Expected Class Size: 18

Distributional Requirements:
- Division 1, Exploring Diversity

Not Offered Academic Year 2018

STU Instructor: Deborah Brothers

THEA 339 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 theatre making. As a major creative dramaturgical project for the course, students will choose a mythical or classical inspirational source (textual, visual, musical, or otherwise) and adapt it into a written performance piece. Along with creating our own production, students will work with faculty and guest artists to create various projects, including a final project that will include a page response papers, five page essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performace
Prerequisites: none
Enrollment Preferences: sophomores and first-year students
Enrollment Limit: 20
Expected Class Size: 18

Distributional Requirements:
- Division 1, Exploring Diversity

Not Offered Academic Year 2018

STU Instructor: Deborah Brothers

THEA 399 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 theatre making. As a major creative dramaturgical project for the course, students will choose a mythical or classical inspirational source (textual, visual, musical, or otherwise) and adapt it into a written performance piece. Along with creating our own projects, we will explore how contemporary inspiration, ideas, and texts are translated. Our study 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: assignments will be project-based and will range from making image boards to writing program notes and educational study
papers

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: Division 1

Not Offered Academic Year 2018

SEM Instructor:

THEA 340(S) Theatre in an Age of Apartheid (D)

“Separate Development;” “Good Neighborliness;” “Separate But Equal.” Such terminology has been used to rationalize apartheid, a policy by which segregation and discrimination were sanctioned on the grounds of race. While it is tempting to view apartheid as a historical condition, popularly equated with South Africa, the policy continues to be applied, albeit sometimes more covertly, throughout the world today. How has the art form of theatre been used under and been used to challenge apartheid, as well as other race-based discriminatory systems? In this course, we will consider plays and productions from the apartheid era in South Africa, as well as in other countries where theatre has addressed this notion of “separateness.” We will look back at the stage from the vantage point of where we find ourselves in 2018, as a way to understand what part apartheid still plays in our societies, wherever they may be. Works to be considered include: Sarafina! by Mbongeni Ngema and Hugh Masekela; Woza Albert! by John Kani and Winston Ntshona; You Strike the Woman You Strike the Rock by Phyllis Klotz, Thandeka Makhanya, Nomvula Qosha, and Poppy Tsira; “Master Harold” …and the boys by Athol Fugard; Born in the RSA by Barney Simon and the Company; The Peacock Of Siwan by Chen Alon and Company; A Raisin In the Sun by Lorraine Hansberry; Dutchman by Amiri Baraka; Funny House of a Negro by Adrienne Kennedy; Showboat (The musical) by Rodgers & Hammerstein; The Admission by Motti Lerner; Ani Ha-shoah by Natali Cohen Vaxberg. (One of the plays that we will study, “Master Harold” …and the boys by Athol Fugard, will be produced by the Theatre Department in the spring of 2018).

Class Format: seminar

Requirements/Evaluation: committed participation in class, timely completion of assignments, a final written or staged project; attendance at spring ’18 rehearsals and performance at the AMT

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

Prerequisites: none

Enrollment Preferences: Theatre majors

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements: Division 1, Exploring Diversity

Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: David Eppel

THEA 342 Acting: 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 — the relationship between the performer and the work, and between the performer 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 person

Prerequisites: THEA 103, THEA 204, or permission of instructor

Enrollment Preferences: Theatre majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Not Offered Academic Year 2018

STU Instructor: David Eppel

THEA 345 Contemporary Theatre and Performance

Crosslistings: THEA 345/ENGL 349/COMP 350/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, auteur-directors, new realism, identity theatre, eco-theatre, performance art, postdramatic theatre, devised performance, virtuoso 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. Students will be required to attend theatre, dance and other performances at the AMT Center. 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, Brantly Jacob-Jenkins, Olivia Alegria Hudes, Anne Washburn, Elevator Repair Service, Nature Theatre of Oklahama, 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: 16

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

Not Offered Academic Year 2018

SEM Instructor: Ani Ha-shoah

THEA 346 To Be Or Not To Be: Theatrical Decision-Making

In this advanced acting course, students will examine a wide range of motivations, decisions, mistakes, and consequences that dramatic characters encounter. Through discussions and analysis of selected play, students will find key moments that define tragedy, and will explore 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? Fundamental choices will be examined through theory and improvisation. The results of each decision 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

Not Offered Academic Year 2018

STU Instructor: Omar Sangare

THEA 350(S) Devised Performance: The Art of Embodied Inquiry

Crosslistings: THEA 350/AMTS 250

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Ntityagram, and STFI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer 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 allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to 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: Theatre majors and Art majors

Enrollment Limit: 14

Expected Class Size: 10

Distributional Requirements: Division 1

Spring 2018

STU Section: 01 T 01:10 PM 03:50 PM Instructor: Choudhury

THEA 361(F) Writing about Bodies (W)

Crosslistings: ARTH 361/INTR 361/WWSS 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. How do they move, and what does that make 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 York profiles, as well as memoir autobiographies, 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 work on view at WCMA, as well as selected tapers of live performances as well as films and selected tapers of live performances.

**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

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1, Writing Intensive

**Other Attributes:** AMST Critical and Cultural Theory Electives, PERF Interdepartmental Electives

**Fall 2017**

**TUT Section:** T1

**TBA Instructor:** Carol Ockman

**THEA 356(F) Beckett, Pinter and Stoppard**

**Crosslistings:** THEA 356/ENGL 365/COMP 365

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. Their works were at the forefront of the development and evolution of the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the human condition which might be realized in any form of performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: Endgame, The Caretaker, Rosenkranz and Guildenstern are Dead, Krapp's Last Tape, The Homecoming, No Man's Land, Betrayal, Waiting for Godot, Dogg's Hamlet, The Invention of Love, Arcadia, Rock 'n' Roll, Not I, Rockaby, A Kind of Alaska, Catastrophe, The Real Thing, Indian Ink, Artist Descending a Staircase and One for the Road. Throughout, we will give consideration to these works as both literary and theatrical texts.

**Class Format:** seminar

**Requirements/Evaluation:** two long papers, four 1- to 2-page shorter responses, class participation

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

**Enrollment Preferences:** Theatre and English majors

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories C

**Fall 2017**

**SEM Section:** 01

**MR 02:35 PM 03:50 PM Instructor:** James Pethica

**THEA 385 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 costuming 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 costume merge as both literary and theatrical texts. As writers such as Jean Anouilh, Bertolt Brecht, Seamus Heaney, and Carol Ockman have argued, the role of the individual in the making and sustaining of democracy?

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** Comparative Literature majors, Theatre majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Spring 2018**

**SEM Section:** 01

**TR 09:55 AM 11:10 AM Instructor:** David Gurcay-Morris

**THEA 402(F) Senior Seminar: The Antigone Project**

**Crosslistings:** COMP 401/THEA 402

What is the role of the individual in the making and sustaining of democracy? Conversely, what is the state's role in upholding democratic rule? Such questions—while pressing in our contemporary social and political climate—were at the core of one of the foundational works of the ancient Athenian context: Sophocles' Antigone. For the Senior Seminar in Comparative Literature, students will spend the semester exploring in depth the single work of Antigone, approaching it through various lenses—historical, historical, social, philosophical, political, literary, performative, and creative. Over the term, we will explore the richness and meaning of Antigone by understanding it as performance, social practice, text, translation, and adaptation (in works by artists such as Jean Anouilh, Berlolt Brecht, Seamus Heaney, and Carol Ockman).

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** Comparative Literature majors, Theatre majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Fall 2017**

**SEM Section:** 01

**TF 02:35 PM 03:50 PM Instructor:** Amy Holzapfel

**THEA 406(S) Senior Seminar: Putting Theory into Practice**

**Crosslistings:** Final Seminar: putting theory into practice

**Class Format:** seminar

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** Comparative Literature majors, Theatre majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Fall 2017**

**SEM Section:** 01

**MR 02:35 PM 03:50 PM Instructor:** James Pethica

**THEA 455(F) Advanced Practicum**

**Class Format:** independent study

**Distributional Requirements:** Division 1

**Fall 2017**

**IND Section:** 01

**TBA Instructor:** Amy Holzapfel

**THEA 398(S) Independent Study: Theatre**

**Class Format:** independent study

**Distributional Requirements:** Division 1

**Spring 2018**

**IND Section:** 01

**TBA Instructor:** Amy Holzapfel

**THEA 402(S) Senior Seminar: The Antigone Project**

**Crosslistings:** COMP 401/THEA 402

What is the role of the individual in the making and sustaining of democracy? Conversely, what is the state's role in upholding democratic rule? Such questions—while pressing in our contemporary social and political climate—were at the core of one of the foundational works of the ancient Athenian context: Sophocles' Antigone. For the Senior Seminar in Comparative Literature, students will spend the semester exploring in depth the single work of Antigone, approaching it through various lenses—historical, historical, social, philosophical, political, literary, performative, and creative. Over the term, we will explore the richness and meaning of Antigone by understanding it as performance, social practice, text, translation, and adaptation (in works by artists such as Jean Anouilh, Berlolt Brecht, Seamus Heaney, and Carol Ockman).

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** Comparative Literature majors, Theatre majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Fall 2017**

**SEM Section:** 01

**TF 02:35 PM 03:50 PM Instructor:** Amy Holzapfel

**THEA 406(S) Senior Seminar: Putting Theory into Practice**

**Class Format:** seminar

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** Comparative Literature majors, Theatre majors

**Enrollment Limit:** 14

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Fall 2017**

**SEM Section:** 01

**MR 02:35 PM 03:50 PM Instructor:** James Pethica

**THEA 385 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 costuming 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 these worlds? How successfully did they align their theories with their practice, and how are their ideas being re-imagined, reused, and abused on today's stages? As a culmination of performance studies for the Theatre major, this senior seminar will take a hybrid approach to the study of scenography by blending theoretical, historical, and critical readings with a studio component that produces artistic responses to those ideas.

**Class Format:** seminar

**Requirements/Evaluation:** critical analysis & discussion of readings, and active participation in critiques of made work; assignments consist of 8-10 page response papers alternating with creative projects

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

**Enrollment Preferences:** senior Theatre majors

**Enrollment Preferences:** Theatre majors only

**Enrollment Limit:** 4

**Expected Class Size:** 4

**Dept. Notes:** this course is required for the Theatre major

**Materials/Lab Fee:** up to $100 for materials and copying to be added to student term bill

**Distributional Requirements:** Division 1

**Spring 2018**

**SEM Section:** 01

**TR 09:55 AM 11:10 AM Instructor:** David Gurcay-Morris

**THEA 455(F) 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 on an original student production will work 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 THEA 102, and THEA 201
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: Division 1

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: Division 1

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: Division 1

WOMEN'S, GENDER AND SEXUALITY STUDIES (DIV II)
Chair: MEA COOK (Fall), ALISON CASE (Spring)


Women’s, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is influenced by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women’s, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women’s, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR
The Women’s, Gender and Sexuality Studies major encourages students’ exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field of discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level). In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a reasible course of study for the following two years. Students interested in declaring the major should contact the Chair of the Program.

Required Courses
The major consists of at least 9 courses. The following are required:

WGS 101 Introduction to Women’s, Gender, and Sexuality Studies
WGS 202 Foundations in Sexuality Studies
WGS 300 Development/Senior Seminar in Women’s, Gender, and Sexuality Studies. The seminar explores topics in Women’s, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

Courses from at least 3 different disciplinary traditions.
At least 3 courses at the 300-level.

At least 1 course that emphasizes feminist/queer theories and/or methodologies.
At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

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 other modes of presentation (e.g., art, music, poetry, theater, fiction).

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 of 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;

In the first week of classes of the senior year, submission and approval of the faculty advisor and second reader of a 5- to 10-page “Plan of Action” (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
Mail: 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.

WGS 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 such as: body politics, sexuality, reproductive rights, sexual violence, gender and work, motherhood and family, immigration and transnationalism, transnational experiences in the US and abroad. 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 made up and
continue to define 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 decenter 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

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives

Fall 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kiaran Honderich

SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Kai Green

SEM Section: 03 TF 02:35 PM 03:50 PM Instructor: Vivian Huang

Spring 2018

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Alison Case

SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Kai Green

WGSS 105(S) 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 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, Sui Sin Far, Toni Morrison, Sandra Cisneros and Alixson Bechdel, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrl. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on emphatic 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 previously taken a 100-level seminar

Expected Class Size: 19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Arts in Context Electives

Spring 2018

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent

WGSS 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 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

Distribution Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: HIST Group E Electives - Middle East Not Offered Academic Year 2018

TUT Instructor: Magnus Berghardsson

WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)

Crosslistings: HIST 129/WGSS 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 French 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. This course may be taken as 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

Expected Class Size: 15-19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group D Electives - Revolution, Reform and Revolution, HIST Group E Electives - Premodern, JWST Elective Courses Not Offered Academic Year 2018

SEM Instructor: Shanti Singham

WGSS 138T(S) Spectacular Sex (D)

Crosslistings: WGSS 138/ANTH 138

From Beyoncé’s Super Bowl halftime show to Donald Trump’s presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how do spectacles shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Class Format: tutorial

Requirements/Evaluation: weekly response papers

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; a statement of interest will be solicited from pre-registrants

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity

Spring 2018

TUT Section: T1 TBA Instructor: Gregory Mitchell

WGSS 152(F) The Fourteenth Amendment and the Meanings of Equality (D) (W)

Crosslistings: HIST 152/WGSS 152

For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment, its interpretation in the Civil War, and the evolution of that amendment’s meaning in the century that followed. Central themes in this course include the contested interpretations of “due process,” “privileges and immunities,” “equal protection,” and “life, liberty or property”; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and by how the 14th Amendment has transformed the promise and experience of American citizenship. This course will be part of the Object Lab, a hybrid gallery-classroom, in which we will work in collaboration with the WCMA staff to select and analyze works of art that speak to and illuminate the themes of equality and freedom that are at the heart of this course. One major assignment will involve creating a course-specific installation that puts works of art in conversation with the court cases that we are studying.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class discussion, three short analytical papers, and a final research paper
Requirements/Evaluation: many of the controversies associated with marriage over the last 400 years, of citizenship, complex ways that beliefs and policies regarding marriage have affected history of American debates about these questions, we will consider the Who determines when it is over, and on what grounds?

Crosslistings: HIST 174/WGSS 174

This class takes a historical approach to the development of feminist movements and ideas in the United States. Moving from expressions of women's rights in the 18th century up to the present, the class will examine how diverse groups of women organized for and understood the goal of women's equality. It focuses especially on the breadth of women's mobilization and the ways that race, class and sexuality intersected with political movements over time. Historical case studies and documents— including written analyses, films and popular media—will highlight major areas of agreement and disagreement between activists from a broad range of political perspectives, including conservative feminism, labor feminism, womanism, Third World feminism, transnational feminism, and queer/lesbian feminism.

Class Format: seminar
Requirements/Evaluation: three short essays (3-5 pages); one research paper (10-12 pages); class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students
Enrollment Limit: 19
Expected Class Size: 19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada
Spring 2018, W 01:10 P 03:50 PM Instructor: Sara Dubow

WGSS 177 Gender and Sexuality in Music (D)

Crosslistings: MUS 177, AMST Comp Studies in Race, Ethnicity, Diaspora

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, of 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

Distributional Notes: Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1, Exploring Diversity

Not Offered Academic Year 2018
LEC Instructor: Corinna Campbell

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-pp paper on the assigned readings (presented orally in class) & writing & presenting a 2-pp 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
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 participated in 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 2018
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 mistakenly associated with blond-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 imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twentieth-first-century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian colonization 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 isolation and integration into both the UN and the EU, and the global effects of Nordic pop (ABBA to Bjork), 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, Haldor Laxness, Reidar Jonsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Billy August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas 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

Distributional 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 2018
SEM Instructor: Brian Martin

WGSS 201(F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Crosslistings: RLFR 202/WGSS 201

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (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-centuries, from the Napoleonic Wars, 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, Wieslaw, Duras, Camus, and Janin. Films to include works by Vintgen, Tonin, Renan, Caron, Jeanet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 108 or 107; or by French placement exam; or by permission of instructor
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality 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 RLR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Fall 2017
SEM Section: 01
MW 11:00 AM 12:15 PM
Instructor: Brian Martin

WGSS 202(F) Foundations in Sexuality Studies (D)

This course will offer an introduction to the burgeoning interdisciplinary field of gay/lesbian/bisexual/transgender/gender studies, in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. Subjects covered may include 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 student presentations. This course satisfies the requirements for the Expanding 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 foreground the critical theorization of gender and sexuality.

Class Format: discussion
Requirements/Evaluation: pen pal assignment, podcast assignment, final exam essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses
Fall 2017
Sem Section: 01
TR 11:20 AM 12:35 PM
Instructor: Gregory Mitchell

WGSS 203 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, and meets Division 2 requirement. We will foreground the critical theorization of gender and sexuality.

Class Format: 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 Critical and Cultural Theory Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ARTH post-1600 Courses, FMST Core Courses, GBST Borders, Exiles + Diaspora Studies Electives, LATS Core Electives
LEC Instructor: C. Ondine Chavoya

WGSS 205(S) Gender and Economics

Crosslistings: ECON 200/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 and presentation
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: FYCR Open to First-Year Students, POEC U.S. Political Economy + Public Policy Course
Spring 2018
LEC Section: 01
MR 02:35 PM 03:50 PM
Instructor: Lucie Schmidt

WGSS 207T She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings (W)

Crosslistings: AFR 205/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 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 topic. In this class we will introduce students to the work 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 work. We will employ a wide range 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” and 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 requires students to critically engage and interrogate literary fiction; help them identify the real and nuanced ways that 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
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 and meets Division 2, Writing Intensive
Distributional Requirements: Division 2, Writing Intensive
Other Attributes: AFR Core Electives, AMST Arts in Context Electives
Not Offered Academic Year 2018
TUT Instructor: VaNatta Ford

WGSS 209(F) 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: PHLH Decision-Making by Institutions + Individuals, PHLH Social Determinants of Health, POEC U.S. Political Economy + Public Policy Course, PSCI American Politics Courses
Fall 2017
LEC Section: 01
TF 02:35 PM 03:50 PM
Instructor: Cathy Johnson
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 (legislation 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, JLS

Enactment/Applications in Institutions

Not Offered Academic Year 2018

SEM Instructor: Joy James

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 labor and the shifting boundaries between markets, governments and households, theories of household bargaining and dynamics of intersectionality and differences. 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 2018

SEM Instructor: Kieran Honderich

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 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, and post-mortem gamete procurement. 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, three or four short reflective papers and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Preferences: WGSS and PHIL majors or prospective 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 2018

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 (1947-2008) is among the most highly regarded science fiction writers. Butler’s uncanny ability to imagine the future anew and to merge those ruminations 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 in her work what it means to be an “other,” and how does gender as “difference” play out 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 novel *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 *Parable of the Sower* and 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 African Studies and Women’s, Gender, and Sexuality Studies

Enrollment Limit: 10

Expected Class Size: 7

Distributional Requirements: Division 2, Writing Intensive

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

Not Offered Academic Year 2018

TUT Instructor: Rhon Manigault-Bryant

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 story. 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. The course will address 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 an emerging body of scholarship that explores how cultural product and consumption, and how these concepts are valued 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 2018

SEM Instructor: Julie Cassiday

WGSS 215(F) Ways of Knowing: Music, Movement, Memory (D)


This interdisciplinary seminar proceeds from the premise that the body knows through colonial modernity is rooted in a racialized hierarchy: the “civilized” life of the mind vs. the “primitive” instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don’t last. In this course, we will subject this logic to closer scrutiny. As performance scholar Diana Taylor asks, “Whose memories,
traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?” In this course, we look to music, movement, and other performance practices as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashaahne cultural theorist George Vizneror call “survivance” (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Class Format: seminar
Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: if overenrolled, theater majors will get preference
Enrollment Limit: 14
Expected Class Size: 14
Distribution Notes: meets Division 1 requirement if registration is under THEA or DANC; meets Division 2 requirement if registration is under AFR or WGSS
Distributional Requirements: Division 1, Exploring Diversity

WGSS 216(F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects
Crosslistings: REL 213/WGSS 216

This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

Class Format: seminar
Requirements/Evaluation: regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 16
Expected Class Size: 10
Distributional Requirements: Division 2
Fall 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Shayok Chowdhury

WGSS 219T 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
Not Offered Academic Year 2018
TUT Instructor: Joy James

WGSS 222(S) 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
Requirements: 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

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 alleged eroticism and “crimes against public morality.” In 1868, 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 Duran 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 include novels, short 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 108 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

WGSS 225(F) Gender and Sexuality in Asian American Theater (D)
Crosslistings: WGSS 225/TEA 225/COMP 218

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will play the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Class Format: seminar
Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: declared WGSS majors
Enrollment Limit: 20
Expected Class Size: 16
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under THEA or COMP
Distributional Requirements: Division 2, Exploring Diversity
Fall 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Vivian Huang
WGSS 228 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 (5-7 pages, respectively), one oral presentation, and three or four periodic short writing assignments (2-3 pages 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: 10-15

WGSS 230(F) Gender, Sexuality, and Global HIV/AIDS (D)
Crosslistings: WGSS 230/AFR 230

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this historical progression, gender and identity 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 outcomes—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 HIV virus plays out on the bodies of people in different global locations and its disruption of the 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; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, Public Health concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: FPHL Social Determinants of Health

Spring 2018

SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Munjuila Rahman

WGSS 232 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 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 internalization of identities. 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. The course is designed to improve students’ ability to recognize both the existence and the effects of ethno-racial disparities within the media context, and in particular, how power and privilege within and beyond media contribute to ethno-racial inequalities in media. Moreover, students will theorize about ways of conceptualizing and of reforming media interactions in order to reduce or eliminate those ethno-racial inequalities.

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/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 Critical and Cultural Theory Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, FMST Core Courses, LATS Core Electives, WGSS Racial Sexual Cultural Diversity Courses
Not Offered Academic Year 2018
SEM Instructor: Maria Elena Cepeda

WGSS 234 Masculinities (W)
Crosslistings: ANTH 234/WGSS 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 personal identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider. We will consider how masculinity 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 2018
SEM Instructor: Peter Just

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 embroyos, 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 feminism 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 scientific disciplines with regard to the construction of gender and politics. Readings may include texts by Rene Descarte, Andreas Vesalius, Londa Schiebinger, Anna Fausto-Sterling, Helen Longino, Nancy Hartsock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawsworth, 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
dismantling false assumptions about the arena. This course examines the diverse discourses and practices around difference in a range of attitudes and actions. These categories created and reinforced WGS

Mitchell

SEM

Distributi

Enrollment Preferences:

analyses of pop culture artifact, choice of final essay or 12 page final paper

Class Format:

evaluates the theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Frecceco.

Class Format: seminar

Requirements/Evaluation: reading responses, two essays, and final research paper

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

Prerequisites: none

Enrollment Preferences:

Religion, History, and Women’s, Gender and Sexuality Studies majors

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Spring 2018

SEM Section: 01

MW 11:00 AM 12:15 PM

Instructor: Saadia Yacobob

WGSS 240(F) Performing Masculinity in Global Popular Culture (D) Crosslistings:

WGSS 240/AMST 241/LATS 241/SOC 243

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 the 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 recognize masculinity as a performance shaped by the political economy of the global 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 12 page final paper

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 LATS

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes:

EXPE Experiential Education Courses, FMST Related Courses, LATS Comparative Race + Ethnic Studies Electives

Fall 2017

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Gregory Mitchell

WGSS 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 compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epilaphs, 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 hierarchies of identities 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 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.

Class Format:

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; not available for the fifth course option

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 2018

TUT Instructor: Amanda Wilcox

WGSS 242 Women, Gender, and Sexuality in Islam

Crosslistings:

REL 242/ARAB 242/WGSS 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 literature). 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 around women, gender, and sexuality, and on how 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: seminar

Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (approximately 15 pages)

Prerequisites: none

Enrollment Preferences:

Religion, Women’s, Gender and Sexuality Studies and Arabic majors

Enrollment Limit: 19

Expected Class Size: 10

Distribution Notes:

meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Not Offered Academic Year 2018

SEM Instructor: Saadia Yacobob

WGSS 243 Islamic Law: Past and Present

Crosslistings:

REL 243/ARAB 243/HIST 302/WGSS 243

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 consensus. Teaching between literal and ethical discourse, the Shari’a 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
be studied in depth: analysis of language, psychology, and theatrical embodiment. So the focus is the matter of sex and sexual identity, as illuminated through the innovative dialogue that enables students to experimentally enact sexual relations which are lost. We propose to put the two orientations in a productive and interpretive relationship whose meanings emerge when enacted are lost. In this tutorial we will learn and debate about some of the activities being named and built under this label, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, open source development, as well as a fair trade in coffee, tea, and fruits. The ILO declared 2012 the International Year of Cooperatives and argued that they are a particularly appropriate form to African development. Is this plausible, and what role might coops play in AID’s-affiliated connections? Feminist geographer Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a ‘script’ of local helplessness to resist the ‘rape’ of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? Additionally, why is the solidarity economy now so much more advanced in other countries than the US? The course fulfills the Exploring Diversity Initiatives requirement because of its central focus on the diversity of economic institutions within and across countries.

**WGSS 447 (F) India’s Identities: Reproducing the Nation, Community and Individual (D) (W)** Crosslistings: REL 246/ANTH 246/WS 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 oppressions — 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 hierarchies, and fragmented subjectivity in India today. We are 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.

**WGSS 245 (F) Introduction to Native American and Indigenous Studies (D)** Crosslistings: AMST 245/ANTH 245/HIST 255/WS 245

This course strives to answer that question by offering an introduction to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimaged ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination. Producing critical personal writing on the dynamics within contexts of settler colonialism, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

**WGSS 246 (F) Science and Technology in Society (W)** Crosslistings: AMST 245/ANTH 245/HIST 255/WS 245

This course will explore the ways in which science and technology have shaped our world, from the development of the atomic bomb to the emergence of the internet. We will examine how scientific knowledge is produced, how it is used, and how it affects society. We will also consider the ethical and moral implications of scientific research and technology.

**WGSS 247 (F) Introduction to Native American and Indigenous Studies (D)** Crosslistings: AMST 245/ANTH 245/HIST 255/WS 245

This course introduces students to the histories, politics, knowledges, and arts of indigenous peoples across the Americas and Native Pacific. Foregrounding the ways in which indigenous peoples have resisted, refused, and reimaged ongoing histories of settler colonialism, we will survey scholarship in the interdisciplinary field of Native American and Indigenous Studies. By analyzing such scholarship alongside a range of primary sources—including historical documents, literature, film, visual art, music, and social media—we will examine the complex interweavings of indigeneity, race, gender, and sexuality. Throughout the course, we will discuss topics of both past and present importance, such as environmental justice, cultural representation, and self-determination. Producing critical personal writing on the dynamics within contexts of settler colonialism, this course satisfies the Exploring Diversity Initiative (EDI) requirement.
WGSS 248T(F) Carmen, 1845 to Now (D) (W)
Crosslistings: MUS 278/WGSS 248
The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, erotic, 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 Francesco Roà’s stunning 1984 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version of Hip Hopera of 2004. Comic approaches will also be assessed, from Chaplin’s Charlie Chaplin, Carmen, Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography of this 2001 gay reading called The Car Man. This course satisfies the ENI requirement through a critical examination of the way in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts of individual and group identities, encompassing gender and sexuality, national, community, and social health. Throughout, we are interested in the technologies. We also analyze how the body has served as a symbol of purity or servitude, and 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 techsphere. Required texts may include: Fadwa Tuğan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespas: Tales of a Harlem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America—a Woman’s Journey), Fadja Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gorinffredo, and Taylor Mac—will occur alongside consideration of the ideological presuppositions of the subjects of our study as well as towards the political representation of their performance.
Class Format: tutorial
Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; th
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS.
Distribution Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Context Electives, PERF Interdepartmental Electives
Not Offered Academic Year 2018
TUT Instructor: Amy Holzalp

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 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 techsphere have instigated. We will examine the role that first-narrative voice plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on themes of articulation and representation, our 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.
Enrollment Preferences: sophomores and above; majors in Theatre, English or Women’s, Gender and Sexuality Studies
Enrollment Limit: 10
Expected Course 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.
Distribution Requirements: Division 1, Exploring Diversity, Writing Intensive
Other Attributes: AMST Arts in Context Electives, PERF Interdepartmental Electives
Not Offered Academic Year 2018
TUT Instructor: Amy Holzalp

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 bodies, 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 the student-faculty feedback every week including a week dedicated to a one-on-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, WGS Women and Cultural Diversity Courses
Not Offered Academic Year 2018
SEM Instructor: Kim Gutchow

WGSS 250T 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 transsexualities of social identities under interrelated systems of oppression. Close analysis of works by dramatists—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 Gorinffredo, and Taylor Mac—will occur alongside consideration of the mobilization and public life of the city as liberating. We will look at issues of women’s work, class politics, sex and sin in recreation, 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, 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/post-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

WGSS 253(F) 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 Realism. Major topics include changing definitions of Neoclassicism and 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 proscriptions and controversies in art-making and representation during this period. The course stresses French artists such as David, Gros, Greuze, David, Ingres, Delacroix, Géricault, Delpech, 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 if registration is under ARTH; meets Division 2 if registration is under WGSS
Other Attributes: ARTH post-1600 Courses

Fall 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Carol Ockman

WGSS 254 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 viewing and 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 if registration is under ARTH; meets Division 2 if registration is under WGSS
Distributional Requirements: Division 1
Not Offered Academic Year 2018
LEC Instructor: Carol Ockman

WGSS 255 "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, “disease” has been a pivotal lens through which to make sense of the historical and cultural identity of China. This course explores 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 gendered 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 2018
SEM Instructor: Kim Gutschow

WGSS 259T 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 (1877-78), Leopold 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, 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
Not Offered Academic Year 2018
TUT Instructor: Julie Cassiday
WGSS 267(S) Performance Studies: An Introduction
Crosslistings: COMP 267/WGSS 267/TEAH 267/DANC 267
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdimensional humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And—an important partner question—how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance (spectacular and quotidian) while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, arch and movement.
Class Format: seminar
Requirements/Evaluation: two performance reflections, one performance analysis, one final paper/project, final research paper, two performance reflections, one performance analysis, one final paper/project, in-class participation, midterm reflection
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: current or prospective Music and Women's Studies majors
Enrollment Limit: 20
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, Writing Intensive
Not Offered Academic Year 2018
SEM Instructor: M. Jennifer Bloxam

WGSS 270 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 yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These concerns re-emerge in 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 draw 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, mortality, 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, tracing how and why they come to embody cultural fears and desires. We will use a range of East Asian materials in translation—including foktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars 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 will equip them with the critical tools to critically analyze a range of primary sources and secondary texts, as well as to use them in broader cultural contexts.
Class Format: seminar
Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper, essay every other week; those not presenting essays will prepare oral presentations of their research to the class
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/Sociology, Women's Gender & Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 7
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts & Social Science Electives, GBST South + Southeast Asia Studies Electives, PHILHR Reproductive, Maternal and Child Health, WGSS Theory Courses
Not Offered Academic Year 2018
SEM Instructor: Vivian Huang

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 the twenty-first century? How do discourses and practices surrounding reproduction— including fertility, conception, pregnancy, birth, abortion, and motherhood—set societies police the range of practices surrounding reproduction? How are reproductive bodies represented as the effects of legal, political, historical, social, and cultural factors? How do discourses and practices of reproduction in 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 Asian cultures, and the continuing debates over abortion across the globe, and the ongoing debates about the rise of women and the "End of Men". Throughout the course, we will focus on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we will 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 range 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, essay every other week; those not presenting essays will prepare oral presentations of their research to the class
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/Sociology, Women's Gender & Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives, PHIL History Courses, WGSS Theory Courses
Not Offered Academic Year 2018
TUT Instructor: Jana Sawicki
different experiences of younger generations led them 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 in the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activism. Visions will include: Peter Weiss, Die Ermittlung, Heinrich Böll, Und sagte kein einziges Wort, Gisela Elsner, Riesenwerke, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Una Historia de la Violencia, Alice Schwarzer, Der kleine Unterschied und seine großen Folgen, Christine Kracht, Fastfood und Lumpenfleisch, Walter Wieser, Фантастические наблюдения. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Pienzendorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei.

Class Format: seminar
Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page critiques
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: $80
Distribution Notes: meets Division 1 requirement if registration is under GER; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Distributional Requirement: Division 1, Writing Intensive
Not Offered Academic Year 2018

TUT Instructor: Helga Druexes

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 quee 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 not necessarily to 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: midterm essay exam, one 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 Electives, FMST Related Courses, LATS Comparative Race + Ethnic Studies Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses
Not Offered Academic Year 2018

LEC Instructor: Gregory Mitchell

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 interconnection. In this course, we shall explore a range of feminist theological analyses that have 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 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 papers, one 15-page final paper
WGSS 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 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 Race + Cultural Diversity Courses
Not Offered Academic Year 2018
LEC Instructor: Kenda 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 liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is it 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 car, clothes, housing, etc., will be analyzed. Fiction by Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from everyday will also be discussed, including those of Sophie Call 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 Race + Cultural Diversity Courses
Not Offered Academic Year 2018
LEC Instructor: Kenda Mutongi

WGSS 311(S) Theorizing Shakespeare
Crosslistings: ENGL 311/THEA 311/WGSS 311/COMP 310
For complex reasons, Shakespeare has always revealed much about himself and the world he inhabited. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, and postcolonial and queer theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?
Class Format: seminar
Requirements/Evaluation: 20 pages of writing in the form of two short and one major paper or project
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP ENGL 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: meets Division 1 requirement if registration is under ENGL, COMP or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses, ENGL Literary Histories A
Spring 2018
SEM Section: 01
MWR 11:00 AM 12:15 PM
Instructor: Christopher Pye

WGSS 312 An American Family and "Reality" Television (W)
Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
American Family, a 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 production and 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: intensive
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 2018
SEM Instructor: C. Ondine Chavoya

WGSS 313 Gender, Race, and the Power of Personal Aesthetics (D)
Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the public and 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: two written essays of 5-7 pages, final take-home exam

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

Expected Class Size: 12

Distributional Requirements: not available for the fifth course option

 WGSS 315(S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

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 "moirail." Similarly, writers from Hugo to Zola have subsequently celebrated Parisian life and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêté 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 (1868 and 1986), Paris has repeatedly organized with inflammatory 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? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, 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 include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lecloux, Luhmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

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

Prerequisites: exceptional performance in RFLR 106 or 107; a RFLR 200-level course; another RFLR 300-level course; or permission of instructor

Enrollment Preferences: Foreign language proficiency in French 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: Distributional Requirements: Division 1

Other Attributes: GBST Urbanizing World Electives Spring 2018

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Brian Martin

WGSS 316(S) Feeling Queer and Asian (D)

Crosslistings: WGSS 316/COMP 313

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and feminist theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian-American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianess? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Class Format: seminar

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Preferences: GBSS majors

Enrollment Limit: 20

Expected Class Size: 12

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

Spring 2018

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Vivian Huang

WGSS 317(F) The New Woman in Weimar Culture (W)

Crosslistings: GER 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, unruly, dangerous other for others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Maria Remarque, Vicky Baum, and Imgrund Keus, 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 Diairenses ("Mar" and "Sara"), Alphonse and Claire Waldorf), and dancers (Anila Berber) to prostitutes, and suggest that the New Woman serves as the village 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 an introductory course in English for non-German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GER 201 or the equivalent; for students taking it in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under GER; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Fall 2017

SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Christophe Kone

WGSS 319(F) 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 modern 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

Fall 2017

LEC Section: 01 M 07:00 PM 09:40 PM Instructor: Anne Reinhardt

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 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 re-presentatives of cultural commodification and exploitation? Or are they bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierce ness?" This course explores the histories of representations 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

507
WGSS 321 Recent Continental Feminist Thought (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 feminism, and transnational feminisms. Students will read from works by authors such as the following: Sandra Bartky, Iris Young, Justin Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lyne Huffler, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.

Class Format: Seminar
Requirements/Evaluation: Course is evaluated on a letter grade basis. Students will meet with the instructor for one hour each week. Autumn, Winter, Spring
Instructor: Jacqueline Hidalgo

Extra Info: students may not be taken on a pass/fail basis; not available for the third course option
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: 19
Expected Class Size: 10
Distributional Requirements: Division 2, Exploring Diversity
Extra Info: students may not be taken on a pass/fail basis; not available for the fifth course option
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: 15
Expected Class Size: 13
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: AMST Space and Place Electives, LATS Core Electives Not Offered Academic Year 2018
Instructor: VaNatta Ford

WGSS 326T 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. Are these stages 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 with non-normative lifecycles experience time differently than those with dominant cultural social stages? How do we situate ourselves in time? How do we inhabit time? How do we move through time?
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
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
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 1976
TUT Instructor: Jana Sawicki

WGSS 328(F) Austen and Eliot
Crosslistings: ENGL 328/WGSS 328
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilates and transforms them. We will consider not only what a work of fiction does race, ethnicity, gender, class and other attributes make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors will explore the history of 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 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 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 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: one 8- to 10-page essay and one 10- to 12-page essay
Expected Class Size: 5
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Enrollment Limit: 20
Expected Class Size: 15
Fall 2017
SEK Section: 01 MR 01:10 PM 02:25 PM Instructor: Anita Sokolsky

WGSS 329 Sexuality and US Literatures of the 19th Century (D)
Crosslistings: ENGL 329/AMST 349/WGSS 329
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 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
Prerequisites: none
Enrollment Preferences: AMST majors
Enrollment Limit: 18
Expected Class Size: 20
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
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2018

WGSS 330 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, 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: discussion
Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-assessed final examination
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors

WGSS 331 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 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 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
Expected Class Size: 15-20
Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia
Not Offered Academic Year 2018
SEM Instructor: Vivian Huang

WGSS 332 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 “emergence” 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 momentum of the postwar social change; and in the 1990s, New Labour sought to reverse the earlier changes. This course will explore these themes, addressing the question of how they are connected and why the shift seemed to have taken place. 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 final examination
Prerequisites: none
Enrollment Preferences: senior and junior History and Women's, Gender & Sexuality Studies majors

509
In nineteen-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unparalleled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking; it was impossible to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it went on to be more compelling social history of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-framed stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and failing in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, facing illness and death, and falling in—and sometimes out of—love. Since so many of these stories of everyday life as familiar as, we will work hard to focus on what is strange and specific about their families and their neighbors, faced
WSGS 342: American Genders, American Sexualities (D) *Crosslistings: ENGL 341/WSGS 342/AMST 341*

This course investigates how sexual identity, desires, and acts are represented and reproduced in American literature 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” 21st-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 boundaries between, gay, lesbian, bisexual, or transgender sexual 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 socially powerful concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transsexual movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonts, 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 is one of the three courses taken in upper level ENGL that count as major requirements of the Exploring Diversity Initiative. Enroll for cross-listing credits with permission of instructor required; each student writes a paper each week, which the tutorial; students provide primary and response papers and creative pieces. Prerequisites: none

Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSW
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH pre-1800 Courses
Spring 2018 TUT Section: T1
W 11:00 AM 11:50 AM Instructor: Zirka Filipczak

WSGS 345: Shakespeare’s Women (W) *Crosslistings: ENGL 345/WSGS 345*

Shakespeare’s plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to passionate, assertive heroines. His plays explore female friendships, par-ticular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transsexual movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonts, 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 is one of the three courses taken in upper level ENGL that count as major requirements of the Exploring Diversity Initiative. Enroll for cross-listing credits with permission of instructor required; each student writes a paper each week, which the tutorial; students provide primary and response papers and creative pieces. Prerequisites: none

Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSW
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH pre-1800 Courses
Spring 2018 TUT Section: T1
W 11:00 AM 11:50 AM Instructor: Zirka Filipczak

WSGS 345: Shakespeare’s Women (W) *Crosslistings: ENGL 345/WSGS 345*

Shakespeare’s plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to passionate, assertive heroines. His plays explore female friendships, par-ticular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transsexual movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonts, 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 is one of the three courses taken in upper level ENGL that count as major requirements of the Exploring Diversity Initiative. Enroll for cross-listing credits with permission of instructor required; each student writes a paper each week, which the tutorial; students provide primary and response papers and creative pieces. Prerequisites: none

Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSW
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH pre-1800 Courses
Spring 2018 TUT Section: T1
W 11:00 AM 11:50 AM Instructor: Zirka Filipczak

WSGS 353: The Bronéttes *Crosslistings: ENGL 353/WSGS 353*

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father’s humble parsonage into a family writers’ colony. In 1846, 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 best-selling 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 transgress. 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 and prospective majors

Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSW
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ENGL Literary Histories A
Not Offered Academic Year 2018

WSGS 343: American Genders, American Sexualities (D) *Crosslistings: ENGL 343/WSGS 343/AMST 343*

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

Class Format: tutorial; students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence. Enroll for cross-listing credits with weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor required
Enrollment Preference: permission of instructor is required; preference given to juniors and seniors
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, WGSW Racial Sexual + Cultural Diversity Courses

Spring 2018 TUT Section: T1 TBA Instructor: Joy James

WSGS 344: Women Artists: 1550-1700 (W) *Crosslistings: ARTH 344/WSGS 344*

Despite obstacles, a number of Italian, Dutch, and Flemish women managed to become professional artists between c.1550 and c.1700. Artemisia Gentileschi remains the best known, but others also deserve attention (e.g., Judith Leyster, Michaeilena Woutiers, Sofonisba Anguissola, and Elisabetta Sirani). In this tutorial, we will examine how they presented themselves in self-portraits, the extent to which their interpretation and even choice of subject matter were influenced by male expectations, and how the critical appraisal of their life and work changed over time.

Class Format: tutorial; each student writes a paper each week, which the two partners then discuss
Requirements/Evaluation: 3- to 5-page paper each week based on an assigned topic or reading
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: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSW
Distributional Requirements: Division 1, Writing Intensive
Other Attributes: ARTH pre-1800 Courses

WSGS 361: Writing about Bodies (W) *Crosslistings: ARTH 361/INTR 361/WSGS 361/TEA 361*

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on Yorkshire, as well as Yorkshire, as well as memoir/autobiography, and 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 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 takes of live performances as well as films and selected takes of live performances.

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 year; not open to first-year students; may not be taken for the major in any language other than Arabic

Prerequisites: none

Enrollment Preferences: none

WSSS 368(F) Arab Women Writers: Remapping Urban Narratives (D) (W)

Crosslistings: ARTH 368/COM 368/WSWS 368

In “The Lover of Blue Writing above the Sea,” (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: “If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother’s Damascene stories...” As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt “the grandmother’s Damascene stories” as a conceptual metaphor that guides us in our inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Rajaaalem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropoli. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women’s blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response papers, three short papers (3 - 5 pages), a final performance project, 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: Arab Studies majors and Comparative Literature majors

Enrollment Limit: 19

Expected Class Size: 15

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 2017

TUT Section: T1 TBA Instructor: Carol Ockman

WGSS 370 Women Activists and Social Movements

Crosslistings: INTR 371/FRST 371/WSWS 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: 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

Not Offered Academic Year 2017

WGSS 371(F) Medicine, Pathology, and Power: An Ethnographic View (D) (W)

Crosslistings: ANTH 371/WGSS 371

How do medical anthropologists examine and interpret health and illness in relation to the intersectional issues of gender, race, class, and sexuality today? We consider how medical anthropologists employ ethnographic techniques such as participant observation and reflexive interviewing to characterize emerging “as deepening out”, in order to analyze the distribution of health and other forms of social power between and within groups & societies. Through experiential inquiries and local fieldwork projects, we will investigate how the structural violence of race, class, & gender produce systemic health inequalities. We explore the interplay of social power and difference , while attending to the ways that these social facts shape health outcomes. We will also examine how feminist movements create powerful narratives and individuals in society. We read a selection of medical ethnographies and then pursue individual fieldwork projects on or off-campus that explore the social determinants of health outcomes, health behaviors, and access to healthcare. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we experience the challenges of qualitative research in communities always already split by diverse actors and agendas.

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: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: PHLH Social Determinants of Health, SCST Related Courses

Fall 2017

SEM Section: 01  W 01:10 PM 03:50 PM Instructor: Kim Gutschow

WGSS 376 Sex, Gender, and the Law in U.S. History (D)

Crosslistings: HIST 376/WSWS 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, 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, Exploring Diversity

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

Not Offered Academic Year 2018

SEM Instructor: Sara Dubow

WGSS 378 The History of Sexuality in America

Crosslistings: HIST 378/WSWS 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 very early 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 become so central to identities and communities a

Class Format: lecture/discussion
WGSS 379 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 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, three papers, and a short 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

Not Offered Academic Year 2018

WGSS 380(S) Freedom Dreams, Afro-Futures & Visionary Fictions (D)
Crosslistings: ENGL 380/ENGL 381/AFR 380/AMST 380

In this course we will examine the various ways Black scholars, artists, and writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Class Format: seminar

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7-to-10-page final paper.

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

Prerequisites: none

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

Enrollment Limit: 20

Expected Class Size: 20

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

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2018

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Kai Green

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 power, the anti-war movement, the aftermath of World War II, Cuban exiles 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 the power of Latinos at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differently 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 investigate how Latinas/os have sought to shape U.S. politics more inclusive and at times 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 2018

WGSS 386(F) 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 female, primarily Latina, 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, Cuban, Dominica, Samoan, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course will explore 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: none

Enrollment Preferences: 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, LAT + Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Fall 2017

SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Carmen Whalen

WGSS 389 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 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 Language & History C

Not Offered Academic Year 2018

SEM 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
riots and the first decade of Gay Liberation (1969 has been gained and lost. Topics to include the early twentieth transmitted infections, and a growing disinterest in queer social spaces people born after 1990 are largely unaware of these struggles that predate one another out in major cities, specific neighborhoods, underground bars, Marriage in 16 US states and another 16 countries around the world. For Western Europe: from breakthroughs in the treat theory, popular cult bisexual, and transgender identities, as well as entire fields of intellectual Reclaimed by activists in the 1990s as an expression of defiance and pride, Crosslistings: WGSS

WGSS 400 A History of Family in Africa (D) (W) Crosslistings: HIST 402/AFR 332/GBST 402/WGSS 400 The family is the center of private life, but it has also been a topic of constant discussion and construction in Africa. In this class we will examine how economic upheavals and urban migration 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, class, and sexuality on the idea of family. Class Format: seminar Requirements/Evaluation: engaged and thoughtful discussion; oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

WGSS 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D) Crosslistings: WGSS 404/COMP 404 Reckoned 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 (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 and queer identities, this course fulfills the goals of the Exploring Diversity Initiative.

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

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 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

WGSS 405 Sr.Sem:Sexual Rights,Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W) Crosslistings: WGSS 514/COMP 458 WWSS 515

WGSS 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D) Crosslistings: WGSS 404/COMP 404 Reckoned 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 (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 and queer identities, this course fulfills the goals of the Exploring Diversity Initiative.

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 and Sexuality Studies majors and History majors

Enrollment Limit: 15 Expected Class Size: 15

Distributional Requirements: Division 2, Writing Intensive 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 Not Offered Academic Year 2018

SEM Instructor: Kenda Mutongi

WGSS 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D) Crosslistings: WGSS 404/COMP 404 Reckoned 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 (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 and queer identities, this course fulfills the goals of the Exploring Diversity Initiative.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: 200-level or 300-level RLRF literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with cross-registering justification for admission

Enrollment Limit: 16 Expected Class Size: 16

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

Distributional Requirements: Division 2, Exploring Diversity Not Offered Academic Year 2018

SEM Instructor: Brian Martin

WGSS 409 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, ethno-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, ethno-racial identity, sexuality, and class in 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 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 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, Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, ASAM Related Courses, GBST Borders, Exiles + Diaspora Studies Electives, LATS 400-level Seminars

Not Offered Academic Year 2018

SEM Instructor: Maria Elena Cepeda

WGSS 412(S) Graphic Sex: Queer Ethnographic Writing (D)

Crosslistings: WGSS 412, HIST 412

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBTQ model becomes enmeshed in global, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categorizations are themselves a product of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

Class Format: seminar

Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

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

Prerequisites: none

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies, statements of interest will be solicited

Enrollment Limit: 15

Expected Class Size: 15

Dept. Notes: WGSS junior/senior seminar

Distributional Requirements: Division 2, Exploring Diversity

Spring 2018

SEM Section: 01

W 01:10 PM 03:50 PM

Instructor: Gregory Mitchell

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 ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our primary focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century paintings including one reviewing by me in class

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: 17

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 2018

SEM Instructor: Carol Ockman

WGSS 452 Women in America, 1620-1865

Crosslistings: HIST 452/WGSS 452

This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the role women filled—such as housekeepers, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literary and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.

Class Format: seminar

Requirements/Evaluation: a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal

Prerequisites: none

Enrollment Preferences: advanced History majors and Women's, Gender and Sexuality Studies majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements: Division 2

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

Not Offered Academic Year 2018

SEM Instructor: Gretchen Long

WGSS 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

Other Attributes: HIST Group F Electives - U.S. + Canada, JLST Enactment/Applications in Institutions, WGSS Theory Courses

Not Offered Academic Year 2018

SEM Instructor: Sara Dubow

WGSS 468(S) Practicum in Curating: Warhol's FLOWERS for a Garden (W)

Crosslistings: ARTH 468/WGSS 468

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (here specifically an exhibition at the Marie Selby Botanical Gardens in Sarasota in winter/spring 2019) including 1) research on the artist (TBD) and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks, including gender, sexuality, class, and race; 2) writing requests e.g., loans, rights; and 3) preparations for the press release, wall texts, wall labels, audio guide, and programming for the exhibition. Students may have the opportunity to participate in a WSP in situ the following year on the final stages of production.

Class Format: seminar; this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: three to two short research papers (ca. 5 pp each), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews),

Extra Info: final synthetic research project about the artist and the use and significance of flowers and nature in their work may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one 100-level course in ARTH

Enrollment Preferences: junior and senior art majors, especially those who have had either an upper level seminar and/or those with strong research, writing, and design skills

Enrollment Limit: 10

Expected Class Size: 10

Materials/Lab Fees: field trip expenses that may not be funded by the department (not to exceed $100)

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

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: ARTH post-1600 Courses
to try new things and work in a compelling academic environment. No sailing ranging from tide pools and salt marshes to Marine Sciences teaching and research center, and diverse coastal habitats at Mystic Seaport, the world's largest maritime museum, and have full access interdisciplinary exercises. The Fall 2013 semester will include a field seminar ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Four Williams courses are offered as an integrated, multidisciplinary Museum). (Mystic Seaport Museum; University of Connecticut), Catherine ROBINSON Distributional Requirements: Women's, Gender and Sexuality independent study. Extra Info: Women's, Gender and Sexuality independent study. WGSS 493(F) Senior Thesis: Women's & Gender Studies Women's, Gender and Sexuality senior thesis. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 2 Fall 2017 HON Section: 01 TBA Instructor: Mea Cook WGSS 494(S) Senior Thesis: Women's & Gender Studies Women's, Gender and Sexuality senior thesis. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 2 Spring 2018 HON Section: 01 TBA Instructor: Alison Case WGSS 497(F) Independent Study: Women's & Gender Studies Women's, Gender and Sexuality independent study. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 2 Fall 2017 IND Section: 01 TBA Instructor: Mea Cook WGSS 498(S) Independent Study: Women's & Gender Studies Women's, Gender and Sexuality independent study. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 2 Spring 2018 IND Section: 01 TBA Instructor: Alison Case WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM Executive Director: THOMAS S. VAN WINKLE Faculty Chair: GLENN S. GORDINIER Faculty: Lisa A. GILBERT (Williams College), Glenn S. GORDINIER (Mystic Seaport Museum; University of Connecticut), Catherine ROBINSON HALL (Mystic Seaport Museum); Mary K. BERCAW-EDWARDS (University of Connecticut; Mystic Seaport Museum), Richard J. KING (Mystic Seaport Museum).

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and undertake original research of their own design in the humanities and sciences. Sophomores, juniors, and seniors of all majors welcome. A term at Williams-Mystic includes credit for one semester plus 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 Oceanographic Processes (see the Maritime Studies section in this catalog). Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. The Fall 2013 semester will include a field seminar to the Hawaiian Islands. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest 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 tide pools 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 candidates who are willing to try new things and work 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 (860-572-3559), visit 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 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, and 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: not available for the fifth course option 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, EXPE Experiential Education Courses Spring 2018 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 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, 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, EVST Living Systems Courses, EXPE Experiential Education Courses Not Offered Academic Year 2018 LEC Instructor: Lisa Gilbert MAST 231 Literature of the Sea (W) Crosslistings: MAST 231/ENGL 231 Taking advantage of our maritime museum, coastal setting, and three field semester-long study, take a 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 canny rowing the Charles W. Morgan's Moby Dick, 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, include coastal and near-shore field trips and ten days at sea Requirements/Evaluation: regular papers, class participation, journal- Extra Info: offered only at Mystic Seaport may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1: Writing Intensive Other Attributes: MAST Arts in Context Electives, ENVI Humanities, Arts + Social Science Electives Not Offered Academic Year 2018 LEC Instructor: Mary Bercaw Edwards MAST 311 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, EVST Living Systems
Courses, EXPE Experiential Education Courses
Not Offered Academic Year 2018
LEC Instructor: Michael Nishizaki

MAST 351 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 studies concentration
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy, EXPE Experiential Education Courses, POEC International Political Economy Courses
Not Offered Academic Year 2018
LEC Instructor: Catherine Hall

MAST 352 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, EXPE Experiential Education Courses, HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodern
Not Offered Academic Year 2018
LEC Instructor: Glenn Gordinier

MAST 397 Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study
Distributional Requirements: Non-divisional
Not Offered Academic Year 2018
IND Instructor: Ronadh Cox

MAST 398 Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study
Distributional Requirements: Non-divisional
Not Offered Academic Year 2018
IND Instructor: Ronadh Cox

MAST 402 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 that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. 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 Studies majors and concentrators and Maritime Studies concentrators
Enrollment Limit: 20
Expected Class Size: 19
Students will engage with literature, historical essays, film, and music in cultural performances of the African diaspora. In the first four days of winter political dissent. Today hip hop culture is alive and well in Paris. Morphing while also ex

The privileging of African masks and sculptures in the visual art of Man Ray past and present Paris. From the spectacle

There are many ways that African diasporic culture has performed throughout the twentieth century brought Afro-

In this experiential Winter Study Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has met the stated objectives satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

Africana Studies

African American Dramas in Performance

AMST 12 Native American Drama in Performance

Shanti Singham

WSP. Registration will take place on campus; they are not

When and where does one decide whether that relationship might be a causal one, and evidence and evaluate it both critically and efficiently?

More and more, decisions in the health professions are being made on the basis of detailed statistical analyses of large databases. How does one learn to do these analyses, and what assumptions do we make about the validity, reliability, and generalizability of the findings? To what extent are the findings of one research project subject to different interpretation by different people? How does one decide whether that relationship might be a causal one, and evidence and evaluate it both critically and efficiently?

The City of Light, their task to observe multiple African diasporic performances as they engage in some of the following activities and venues: jazz clubs, a city tour, a tour of African American writers and artists in Paris, hip hop workshop, art museum exhibitions, a meal at a Senegalese restaurant, desserts from Arab bakeries, visit La Goutte d’Or of the 18th century, watching temporary data sets in small groups,

- list of project ideas -

Every other case, you must complete registration by departmental rules, you will be registered for your subject you want to appear on your record. For many beginning language classes, you are required to take the WSP Sustaining Program in addition to your regular project. You will be automatically enrolled in this Sustaining Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has met the stated objectives satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

The City of Light, their task to observe multiple African diasporic performances as they engage in some of the following activities and venues: jazz clubs, a city tour, a tour of African American writers and artists in Paris, hip hop workshop, art museum exhibitions, a meal at a Senegalese restaurant, desserts from Arab bakeries, visit La Goutte d’Or of the 18th century, watching temporary data sets in small groups,

Every other case, you must complete registration by departmental rules, you will be registered for your subject you want to appear on your record. For many beginning language classes, you are required to take the WSP Sustaining Program in addition to your regular project. You will be automatically enrolled in this Sustaining Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has met the stated objectives satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

The City of Light, their task to observe multiple African diasporic performances as they engage in some of the following activities and venues: jazz clubs, a city tour, a tour of African American writers and artists in Paris, hip hop workshop, art museum exhibitions, a meal at a Senegalese restaurant, desserts from Arab bakeries, visit La Goutte d’Or of the 18th century, watching temporary data sets in small groups,

Every other case, you must complete registration by departmental rules, you will be registered for your subject you want to appear on your record. For many beginning language classes, you are required to take the WSP Sustaining Program in addition to your regular project. You will be automatically enrolled in this Sustaining Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has met the stated objectives satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.
methodological "tool kit" to current issues, e.g., athletic concussions and their short and long term effects, the current epidemic of C-Sections, or of opioid abuse, etc. During the last part of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critically analyzing the design, conduct and analysis of a paper(s) concerning current issues. It is expected that in choosing issues for presentation, some students will suggest issues perceived to be important to them, perhaps from their own private reading, their personal and/or family health experiences, or from actively shadowing a practicing physician. A (course of) decision to avoid the pre-med counselor. Barbara Fuller). While both courses cannot be taken at the same time, students shadowing a physician may wish to review the literature to delve more deeply into a problem they have seen. They will be welcome to suggest a topic and join this course on an ad hoc basis to discuss it more thoroughly than may be possible in the hospital or outpatient setting. Since these students are occupied during the day, we may add evening sessions on reasonable notice to accommodate their schedules. From time to time in the course, readings having to do with leadership in the health professions will be discussed. As papers are discussed, leadership issues will be highlighted. If funding for an outside speaker is available, a session on ethics will be organized. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Students will be expected to read, consider, and present, and participate actively in the discussion that follows.

Method of evaluation/requirements: 10-page paper, final project
Prerequisites: course in Biostat helpful, but not required
Enrollment limit: 15
Selection process: interview
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Nicholas Wright '57
Dr. Wright is medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lanka and Thai ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

ANGO 16 Social Life of Fashion
Dress is a social skin. Through classical sociological accounts and ethnographies, this class will examine how Western societies have historically shifted their understanding of the (in)significance of clothing. Once a guild-bound public presentation of self, fashion transformed into a more deliberate, yet class-conscious choice of taste centered on distinction. Late modern fashion and style render the previous forms inconclusive. Ironically, with more celebration of freedom of expression and identity, the modern person feels gradually more bewildered, which results in anxiety about what to wear and ultimately a more uniformity of fashion on the sidewalk. This class will further look into themes like the role of style in subcultures, and the trend of second-hand and vintage clothes consumption.

Method of evaluation/requirements: 10-page paper
Prerequisites: none
Enrollment limit: 30
Selection process: preference to upper-class students
Cost to student: none
Meeting time: mornings
Instructor(s): Marketa Rulikova
Marketa Rulikova received her PhD from the Polish Academy of Sciences. She is currently a visiting assistant professor of sociology at Williams College. She has also taught at Bennington College, Keene State College, and New York University in Prague. Her research focuses on social stratification and cultural transformation in post-socialist Eastern Europe, and global migration. Rulikova just finished a research project on second-hand culture in the Czech Republic.

ANGO 18 South Asia in Translation
Cross-listings: ASST 18/COMP 18
From the novels of writers from Salaman Rushdie to Arundhati Roy to Mohsin Hamid, the Anglophone literature of India and Pakistan is justly famous, but what of South Asia’s vast treasures of modern fiction in Urdu, Tamil, Hindi, Bengali, Marathi and Telugu? This course will provide an opportunity to study, in English translation, twentieth century novels and short stories written in South Asia’s vernacular languages, to reflect on the labor of translation itself, and to translate a short literary work from one of these languages into English. Texts to be read will be drawn primarily from literature written in the 1990s. Students will write and submit to the instructor a 10-page translation project.

Method of evaluation/requirements: final project
Prerequisites: knowledge of a South Asian language
Enrollment limit: 15
Selection process: a short statement of intent
Cost to student: cost of book(s) and reading packet
Meeting time: afternoons
Instructor(s): Joel Lee

ANTH 31 Senior Thesis
To be taken by students registered for Anthropology 493-494.

SOC 15 Photographic Literacy and Practice
Cross-listings: ANTH 15
When you look at a photograph, what is it really saying? How can you make photography that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students in the craft of photography. Students will focus not only on the technical skills involved in photography, but also on the process of thinking critically. As a result, students will be able to produce a unique visual representation of their ideas.

Method of evaluation/requirements: final project; formal public exhibit
Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)
Enrollment limit: 12
Selection process: students can email me
Cost to student: $0
Meeting time: three times per week—Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm
Instructor(s): Ben 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.

SOC 31 Senior Thesis
To be taken by students registered for Sociology 493-494.

ARABIC STUDIES
ARAB S.P. Sustaining Program for Arabic 101-102
Sustaining Program for Arabic 101-102

ARAB 25 Arab-Americans and Latinos/as in Southern California: Culture, Solidarity and Borderlands
Cross-listings: AMST 25/LAT 25
The course will approach the study of immigrant communities, local networks, grassroots organizing, and cross-cultural solidarity between Arab-American and Latino/as in Southern California within a larger framework of borderlands and ethnic studies. While on-campus, students will discuss these issues through reading selected texts in history, literature, linguistics, cultural studies, and current media coverage. Through these readings and additional visual texts and films, students will acquire a framework from which to understand immigrant history in the US in general, and the border culture of Southern California in particular. The students will also learn about the inter-relationships between the ways Arabic/Spanish and Spanglish are used in Arab-American and Latino/as speech communities and the sociocultural contexts affecting that usage. One of the key topics that we intend to examine is the collective response to the current political atmosphere in the US and the various ways in which both communities mobilized under the banner of “No Ban, No Wall!”. Then, the class will take a 10 to 12-day trip to Southern California. Students are expected to participate in all the scheduled activities, keep a daily journal and share in daily reflections. Upon returning, there will be a debriefing and a structured summation on campus in preparation for writing a 10-page paper. This course is designed for students who wish to learn more about the intersections of Arab-American and Latino/as histories and cultures in Southern California, migration, and who have transnational and multicultural interests.

Method of evaluation/requirements: 10-page paper
Prerequisites: none
Enrollment limit: 15
Selection process: personal statements
Cost to student: $2800
Meeting time: TBA
Instructor(s): Amal Eeqiq; Lama Nassif

ARAB 31 Senior Thesis
To be taken by students registered for Arab Studies 493-494.

ART HISTORY
ART 154 Rediscovering Robert Bresson: Between Cézanne and the Surrealists
Cross-listings: RLFR 16
French filmmakers Robert Bresson (1901-1999) made just thirteen films in fifty years. Nevertheless, he is widely regarded as a creative genius and one of the most important directors of all time. His far-reaching influence extends beyond other filmmakers to artists, poets and musicians. Nearly two decades after his death, we are still in the words of Martin Scorsese, “coming to terms with Robert Bresson, and the peculiar power and beauty of his films.” This class will offer an in-depth study of a filmmaker so notoriously secretive that he systematically lied about his age and his artistic apprenticeship. As a high Modernist, Bresson presented his films as being willed into being and he sought no forbearance or antecedents. New research, however, links him to the Dadaists and later the Surrealists. One goal of this class will be to further anchor him in the cultural movements of his youth.

He began his career as a painter but quickly abandoned that practice after having concluded that after Cézanne there was nowhere to go. Bresson belongs to a small group of filmmakers (Godard is another) for whom painting
ARTS 14 Painting: Exploring Materials and Techniques
It's an oft-repeated maxim that "good artists borrow; great artists steal." In this course students will experiment with "stealing" a variety of techniques from artists throughout history to improve and broaden their skill as painters.

Students will learn to wield a squeegee like Gerhardt Richter, integrate photo transfer into their work à la Njideka Akunyili Crosby, and build up jewel-like glazes inspired by Northern Renaissance masters. We will investigate a range of uses for different tools including frisket, tape, palette knives, mediums, and varnishes. The class will also include workshops on color theory, still life, and reference photography. While many assignments and exercises will require students to work from observation, the magpie approach to technique is designed to encourage artistic playfulness and risk-taking. Class time will be used for workshops on materials and methods, in-class demonstrations, and field trips to a variety of spaces, including contemporary painting through regular slide shows, occasional assigned readings, and a local museum visit. Students may choose to work in either acrylic or oil paint.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 12
Selection process: preference given to Art majors, especially seniors
Cost to student: $775
Meeting time: TBA
Instructor(s): Li Yu

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 25 Exploring Hong Kong: Past and Present
"Exploring Hong Kong: Past and Present" introduces the history, politics, economy, as well as literary and cultural life of Hong Kong. Hong Kong is a metropolitan city which used to be a British colony and now a Special Administrative Region (SAR) of People's Republic of China. This course is jointly taught by Williams faculty and faculty from Lingnan University, a liberal arts college in Hong Kong. Eight Williams students will travel to Hong Kong and take the course together with eight Lingnan students on Lingnan campus. Students from both sides are required to have in-depth intellectual and personal interactions both inside and outside of the class. They will meet for two hours a day in a seminar style course for the first two weeks and then devote the last week to a final project. The contents of the course consist of two modules. The first week of class will be focused on the history, politics, and economy of Hong Kong, taught by Williams faculty. Each Williams student will be paired with a Lingnan student as "learning buddies" and meet outside of class for at least one hour a day for discussion. At the end of each day the "learning buddies" will exchange ideas on the assigned readings. In addition, students are required to participate in a few field trips to visit some government and social organizations, the HK monetary authority, the HK Cultural and Heritage Museum, the Qian Xuesen Life and Innovation and Entrepreneur Hub. Students will also have self-guided tours to explore the city of Hong Kong in order to discover and experience the everyday life of Hong Kong. The instructional language for this course is English. No previous knowledge of Mandarin or Cantonese is required. Students are required to attend and actively participate in class discussions every day, keep a daily journal and complete a final project.

Method of evaluation/requirements: active participation, a daily journal, final project or performance cost of book(s) and reading packet
Prerequisites: none
Enrollment limit: 8
Selection process: students need permission of the department to register for this course.
Instructor(s): Chavoya

CHINESE
CHIN S.P. Sustaining Program for Chinese 101-102
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period.

CHIN 10 Chinese Martial Arts Novels and Films
Cross-listings: COMP 10
The aura of Chinese knight-errant's alternative universe (jianghu, lit. the rivers and lakes) has never waned thanks to the thriving literature of Chinese martial arts. Recognized as the oldest discursive genre of Chinese popular fiction still being written today, the martial arts novel constructs a fascinating human
society where chivalry and altruism govern, stateless subjects wander, and heroic grace unfolds. This course will examine the literary, visual, and social imagination of this alternative universe, jinghu, in selected modern martial arts novels written by Jin Yong (aka Louis Cha Leung-yung). It also compares Jin Yong’s oeuvre, endorsed by die-hard fans, with the breathtaking yet controversial O(H)Hollywoodian martial arts extravaganzas that have been released in the current millennium. Students will inquire into the themes of righteousness and law, self and state, martial arts and medicine, body and gender, and the martial arts world and postcolonial history; as well as traditional hokkyocho concepts of yin and yang, and “between the people” (minjian) and “all under heaven” (tianxia). Finally, we will examine the genre’s aestheticism via literary, visual, and acoustic constructions in the cultural text. Materials include novels written by Jin Yong, and films directed by Ang Lee, Zhang Yimou, and Kar-Wai Wong, and others. No prerequisite is required. All materials, class discussions, and writing assignments will be in English. Materials in Chinese are available for those who would like to read the source.

**Method of evaluation/requirements:** evaluation will include class attendance and participation, creative activities such as rewriting/composing English lyrics for the theme song of martial arts TV drama and film, and a final paper (10-12 pages)

**Prerequisites:** none

**Enrollment limit:** 15

**Selection process:** preference to current and prospective ASST, CHIN, JAPN, and COMP majors

**Cost to student:** cost of book(s) and reading packet

**Meeting time: mornings**

**Instructor(s):** Man He

**JAPN 13 Taichi**

Taichi is a popular form of physical exercise. This class will teach students the 24 movements of Yang-style Taichi and the auxiliary qigong skills. It will also introduce students the history of the development of Taichi and the Chinese traditional 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 10-page essay that demonstrates their understanding of the cultural aspects of Taichi at the end of the course. Evaluation will be based on attendance, effort in class, and a final demonstration that shows students can complete all learned movements with precision and control.

**Method of evaluation/requirements:** 10-page paper; final performance

**Prerequisites:** none

**Enrollment limit:** 15

**Selection process:** seniors, Asian Studies majors

**Cost to student:** $0

**Meeting time:** mornings

**Instructor(s):** Younol Shi

Younol Shi has been teaching taichi in the Northern Berkshire community for over 20 years. She was the recipient of Northern Berkshire Neighboring Arts award and the 2005 Martin Luther King Peacemaker award.

**JAPN 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**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period.

**JAPN 11 The Samurai in Japanese Film**

Some of the finest films ever crafted and celebrated in cinematic history have projected the lives and legends of the samurai. Like the gunfighter and cowboy of the American West, the samurai is an extraordinarily iconic figure, if not, an enduring expression of a distinct Japanese ethos. This course will examine the samurai genre, the formulation of the samurai character, the code of Bushido he lived by, and the multiple roles he has assumed in Japanese history. As a warrior or loyalist, artist, or poet, a symbol of purity of purpose or tragic sacrifice, the samurai has usually been apotheosized as a noble, revered hero. Why? Notwithstanding this image, the films in this course will trace the rise and fall of the samurai class, the tangled legacies of its demise, and its enigmatic Shogunate era, when Samurai cut their top knots before the turn of the twentieth century, and put up their swords for good. The focus of this class will be on the films of Kurasawa, Goshu, Kobayashi, Okamoto and Inagaki.

**Method of evaluation:** 3-page paper after each film screening

**Prerequisites:** none but class attendance and participation is mandatory

**Enrollment limit:** 25

**Selection process:** random

**Cost to student:** $0

**Meeting time:** afternoons, MWF - 1-3pm; Wednesday from 1-4 pm for film screenings

**Instructor(s):** Frank Stewart

Frank Stewart, graduate with a BA in English (Honors) from Wesleyan University in 1980. He received an MA in English from Columbia U in 1985. Subsequently, he taught at the university level in Japan from 1990 - 2004; fourteen of those years were spent in the Faculty of Law at Hiroshima Shudo University in Hiroshima. He lived in walking distance of Heiwa Koen Peace Park, the epi-center of the A-bombing in 1945.

**JAPN 25 Kyoto Artesians: Exploring 1200 years of cultural history of Kyoto thorough modern craftsmanship**

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan’s cultural treasure house and thrives on its ancient heritage in architecture, sculpture, sculpture, 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 monument art temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between tradition and modernization can be Kyoto’s fascination. This course will explore this cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their conclusions about what it means to sustain tradition while pursuing modernization and innovation. 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. Students will draft a 15-page paper (10-12 pages) and 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 how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four to five artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, and a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. 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 students at a public forum. Throughout the course, students will upload their daily journals, reflections and, at the end of the course, their final power-point presentation to a course website. The class will return to campus towards the end of the fourth week.

**Method of evaluation/requirements:** final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto

**Prerequisites:** none, but not open to first-year students

**Enrollment limit:** 8

**Selection process:** personal statements

**Cost to student:** $3440

**Meeting time:** TBA

**Instructor(s):** Shinko Kagaya

**JAPN 31 Senior Thesis**

To be taken by all students who are candidates for honors in Japanese.

**ASTRONOMY/ASTROPHYSICS**

**ASTR 16 An Infinity of Worlds: Planets and the Search for Life**

Cross-listings: GEO 16

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of “are we alone?” through works of science fiction and cutting-edge research.

**Method of evaluation/requirements:** 10-page paper

**Prerequisites:** none

**Enrollment limit:** 20

**Selection process:** overenrolled, preference will be given to first-years and sophomores

**Cost to student:** $10

**Meeting time:** evenings

**Instructor(s):** Rob Wittenmyer ’98

Rob Wittenmyer ’98 is Associate Professor of astrophysics at the University of California at Santa Cruz. He is a veteran planet hunter with nearly 20 published planet discoveries.

**ASTR 20 France Under the Nazis: 1940-1945**

Cross-listings: HIST 20

What was it like for t...
such as Robert Paxton and Philippe Burin and as exerpts from some novels set in the Vichy years. We will also watch and discuss some of the great French documentaries made at the time, along with commercial films made later by some of France's leading directors. We will also hear from some Williamstown neighbors who lived in France as young children during the war.

**Method of evaluation/requirements:** 10-page paper; active participation in class discussions, several class presentations

**Prerequisites:** none

**Enrollment limit:** 17

**Selection process:** willing to accept more students if demand is there

**Cost to student:** $30 plus cost of book(s) and reading packet

**Meeting time:** mornings

**Instructor(s):** Margo Bowden

Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

**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.

**BIOL 11 Teaching 3rd Grade about Zebrafish - BioEYES**

BioEYES brings tropical fish to 3rd grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools. This 3-week 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 students in the workshop. Most students will work with classroom teachers to introduce concepts in genetics and development, help the 3rd grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week students will learn to set up fish tanks, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd grade BioEYES lesson plans with hands-on experiments using living animals.

**Method of evaluation/requirements:** final project; review of pre and post survey assessments

**Prerequisites:** none

**Enrollment limit:** 14

**Selection process:** preference to seniors

**Cost to student:** $0

**Meeting time:** varies depending on needs of schools and laboratory requirements

**Instructor(s):** Jennifer Swop; Renee Schiek

Jennifer Swop, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Renee Schiek currently serves as the liaison between Lanesborough High Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

**BIOL 12 New Orleans Style Jazz**

This course has a focus on making music based on the principles of improvisation and sound 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, kazooes, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "bus," 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.

Requirements include 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 classmathe (not class size) is required.

**Method of evaluation/requirements:** 2- to 3-page paper; final performance

**Prerequisites:** none

**Enrollment limit:** 20

**Selection process:** preference will be given as follows: seniors, juniors, sophomores, first-years

**Cost to student:** $0

**Meeting time:** afternoons

**Instructor(s):** Andrew Kelly '80

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 Introduction to Animal Tracking**

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. 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 peoples throughout the world will be discussed through video and slide show.

Students are required to create journals and site maps of Hopkins and their personal areas. Include all major features of the landscape, flora and fauna activity. Evaluation will be based on attendance, participation and a final presentation of their maps and journals, with attention to detail and content. The course will meet twice a week for five hour sessions, primarily in the field. Students are also required to do extensive independent field study, demonstrating observations through journals and site maps, a field test and research paper.

**Method of evaluation/requirements:** 2- to 3-page paper; final project; field test

**Prerequisites:** none

**Enrollment limit:** 16

**Selection process:** seniority

**Cost to student:** $10 plus cost of book(s)

**Meeting time:** 10-3 two days a week

**Instructor(s):** Dan Yacobellis

Dan Yacobellis has been working with school children and at-risk teens and adults since 1997. Dan has run programs including tracking, friction fire making and other primitive skills for centers and organizations throughout the capital district, western Mass., the Adirondacks and Vermont. He also teaches a Winter Study course on Animal Tracking at Williams College. Dan has been a naturalist, tracker and student of native lore, culture, and life for more than 20 years.

**BIOL 19 The Science of Sleep (and the Art of Productivity)**

Sleep deprivation is widespread throughout American society, especially at rigorous colleges where stressful schedules often interfere with a good night's sleep. Although improving sleep quality has been shown to dramatically increase physical and emotional health, as well as academic and athletic performance, many students are unable to get the amount of sleep they need. This Winter Study Course is dedicated to improving knowledge of sleep science and healthy sleep habits with three overarching goals: (1) First, we will learn about what happens in our brains and bodies when we sleep and why it matters by "good night's sleep." We will survey some amazing new discoveries from cutting-edge sleep research labs and examine methods that successfully help many people get a better night's sleep. (2) Next, we will explore the relationship between sleep habits and a busy lifestyle. Frequently, a lack of sleep is caused by an attempt to be productive and attend to a busy schedule. We will explore proven strategies developed by highly successful scientists, business leaders, and athletes to achieve a work/sleep balance such that a person can be more productive during the day to enjoy more sleep each night. (3) Finally, to impact the college and community, we will develop a set of educational resources to teach others about the science of sleep and methods of improving sleep hygiene. These resources will include free public presentations to campus and off-campus groups (including local classrooms), brochures and posters with easy-to-understand "sleep facts," and a website offering information about sleep science. Taken together, students in this course will thoroughly learn about the science of sleep and a healthy work/sleep balance and then share this knowledge with the local and broader community. This course will meet approximately 10-20 hours each week and include outside readings. Evaluation will be based on a short research paper and final project to educate others about sleep. This course is partially funded by a grant from the National Science Foundation.

**Method of evaluation/requirements:** 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment limit:** 24

**Selection process:** students will be invited to submit a short paragraph on their motivation to take the course and share sleep science with others

**Cost to student:** $0

**Meeting time:** afternoons

**Instructor(s):** Matthew Carter

**BIO 31 Senior Thesis**

To be taken by students registered for Biology 493-494.

**CHEMISTRY**

**CHEM 13 Ultimate Wellness: Concepts For a Happy Healthy Life**

This course provides an opportunity to drastically improve your life by increasing energy, nutrient intake, and overall health. Topics include:

- Food intake
- Cleansing
- Preventative medicine
- Yoga and meditation
- Food intolerance awareness
- Healthy eating and meal planning
- Deconstructing cravings and overcoming sugar addiction
- Healthy skin care with oils
- Finding your happiness

Evaluation will be based on completion of assignments, class participation, reflective 5-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. We will meet twice a week for three-hour sessions as a group. There will be several books and a DVD required for this class. Course will include two individual sessions. An initial health assessment and an additional session designed to personalize the course and assist the student in applying the learned techniques. 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. Method of evaluation/requirements: 5-page paper (or project equivalent) and final presentation

Prerequisites: none
Enrollment limit: 15
Selection process: statement of interest
Cost to student: $20 plus cost of book(s)
Meeting time: mornings
Instructor(s): 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 17 The Scientific Life
What is it like to be a scientist? What is the process of becoming one? From coursework, to research experiences and looking at graduate school, we’ll see how we might enter a scientific community. Through interviews, readings, and film, we’ll explore mundane and extraordinary aspects of being a scientist, including the experiences of underrepresented groups in the sciences. We will look into the motivations of individuals to pursue careers in science, and into how these motivations helped scientists overcome difficult situations. We’ll create a space for discussion and reflection on the experience of being a science student at Williams and what tools you have at your disposal to construct your scientific life.

Method of evaluation/requirements: 10-page paper; formal public exhibit
Prerequisites: none
Enrollment limit: 14
Selection process: preference given to first year students, students are encouraged to email the instructor detailing their interest in the course
Cost to student: cost of book(s)
Meeting time: mornings and afternoons
Instructor(s): Christopher Goh

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/requirements: a 10-page written 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
Enrollment limit: enrollment limited to space in faculty research lab
Selection process: expression of student interest
Cost to student: $0
Meeting time: daily
Instructor(s): Amy Gehring; Chip Lovett

CHEM 22 Introduction to Research in Environmental Analytical Chemistry
Representative projects include: Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and/or perfluorooctanoic acid (PFOA) and its chemical relatives. This project focuses on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS.

Method of evaluation/requirements: 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.
Enrollment limit: enrollment limited to space in faculty research lab
Selection process: expression of student interest
Cost to student: $0
Meeting time: mornings
Instructor(s): David Richardson; 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/requirements: 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
Selection process: expression of student interest
Cost to student: $0
Meeting time: mornings
Instructor(s): Jimmy Blair; Sarah Goh

CHEM 24 Introduction to Research in Physical Chemistry
Cross-listings: 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 dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Method of evaluation/requirements: 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. Non-science majors are invited to participate.
Enrollment limit: enrollment limited to space in faculty research lab
Selection process: expression of student interest
Cost to student: $0
Meeting time: mornings
Instructor(s): Enrique Peacock-Lopez

CHEM 31 Senior Research and Thesis
To be taken by students registered for Chemistry 493-494.

CLASSICS
CLASS 11 Alexander the Great
Cross-listings: HIST 12
In this course we will be exploring the many different Alexanders that have existed over the centuries, and we will try to gain insight into the held he has had on our imaginations for over two millennia. In different places and ages he has been the ideal warrior-king; the pious leader whose exploits serve God; the brilliant but vulnerable boy-king corrupted by sudden wealth and power; the philosopher-king who debated the sages of India or lived a life of Stoic virtue; the cold, out-of-touch mad leader; the liberator of the oppressed; the lonely romantic seeker; the tyrannical despot. Ancient accounts of his life evolved into mythologies for the new world he had created with his conquests. These tales circulated throughout Greece, North Africa, the Near East and India, and later by way of Rome throughout the western world, growing into separate and distinct traditions as each culture made Alexander its own. In addition to a number of these ancient and medieval texts, we will look at Alexander in the artistic tradition of the west and the near east along with examples of Alexander in film.

Method of evaluation/requirements: 5-page paper; 2- to 3-page paper; final project
Prerequisites: none
Enrollment limit: 15
Selection process: preference will be given to students majoring in Classics, History, Comp. Lit. and Art History
Cost to student: cost of book(s) and reading packet
Meeting time: mornings
Instructor(s): Kerry Christensen

CLASS 31 Senior Thesis
May be taken by students registered for Classics 493-494.

COGNITIVE SCIENCE
CGS 31 Senior Thesis
May be taken by students registered for Cognitive Science 493-494.

COMPARATIVE LITERATURE
COM 31 Senior Thesis
To be taken by students registered for Comparative Literature 493-494.

COMPUTER SCIENCE
CSCI 10 Databases & Data Visualization
Data has become big, so much so we now call it [Big Data]. What does it mean? How do we develop a database? How do we extract data so we can use it to make valuable decisions? How do we present it so non-technical people can understand it? Companies like Guess?, Harrah's Casino and the Weather Co have become leaders in their industry by leveraging their data. In this class we will look at ways companies gain value from their data, how one can organize data in a relationship database, and the basics of SQL and data analysis. We will learn tools and other database software to give you an understanding of databases and their use in business. This will be a hands on class that gives you time to learn to develop relational data models, use (SQL) to extract data, discuss case studies about how companies are using data and finally bring this all together in a final where you will use a set of data to develop a dashboard and data visualizations.
through Tableau. Students will be evaluated on attendance, participation, lab assignments, as well as a final project in data visualization.

**Method of evaluation/requirements:** attendance, participation, lab assignments, as well as a final project in data visualization

**Prerequisites:** none

**Enrollment limit:** 20

**Selection process:** seniority and then by enrollment time

**Cost to student:** $0

**Meeting time:** afternoons

**Instructor(s):** Monica Garfield ’88

Dr. Monica Garfield is a Professor in Computer Information Systems at Bentley University, Waltham, MA USA. Her research focuses on the use of IT to enhance team formation and as socio-technical issues that impact the use and implementation of IT systems. She teaches in the MBA and the MS programs at Bentley University covering database topics as well as the strategic management of IT.

**CSCI 11 eTextiles**

Digital data is being infused throughout the entire physical world, escaping the boundaries that define traditional mediums. Electronic textiles, or eTextiles, is one of the next steps toward making interactive and this course aims to introduce learners to the first steps of developing their own wearable technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary skills, students will propose and design their own eTextiles projects, eventually implementing them with Lilypad Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual’s prior background, but include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with Lilypad Arduino inputs, outputs, and development board in a two-week time period. People with little computer programming background will lean heavily on the practical experience of collaboratively creating and documenting an original artistic work, the course will include minimal required reading. Prior to the start of the Winter Study term, students will read a series of articles/excerpts contextualizing the tradition of community based art, and view a documentary and series of short clips of previous work of Forklift Danceworks to prepare for their work on Serviced. Through an artmaking process led by Orr and Marty, students will practice ethnographic mixed-media artmaking-embedding with dining services staff and creating art through choreography, music, video, and audio recording, etc. Students will contribute to the documentation of the process of making Serviced through interviews with project participants, short video projects, blog posts, photography, or short podcasts. Serviced students will meet with course instructors 3-5x weekly, beginning with skill-building work in ethnography and interview techniques, choreographic methods, video production, and later working to collaboratively develop the content of the performance and creating final projects which will contribute to the performance and documentation of Serviced. Other course requirements include: (1) a minimum of 15 hours/week shadowing/rehearsing with dining services staff, and (2) assisting with final rehearsals and production of Serviced during the week between Winter Study and the start of the spring term (dead week).

Performances of Serviced will take place on the evenings of February 2nd & 3rd. Students must be available for tech rehearsals and performances January 29th-February 3rd in order to participate in this course.

**Method of evaluation/requirements:** 2- to 3-page paper, journal plus final project or performance/ or video/graphy project

**Prerequisites:** none

**Enrollment limit:** 15

**Selection process:** preference given to those available past Winter Study, through “dead week” in order to assist with performances weekend of Feb 1-3, experience in the arts or ethnographic practice

**Cost to student:** $0

**Meeting time:** mornings

**Instructor(s):** Allison Orr; Krissey Marty

---

**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 mouse, there were text adventures. Working around 1986 to 1992, almost exclusively 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 design concepts and principals that Roguelore 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, coming 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/requirements:** final project; class participation

**Prerequisites:** completion of CSCI 136 or equivalent programming experience

**Enrollment limit:** 16

**Selection process:** if overenrolled, students will be selected based on programming experience and expressed interest (writing, call, meeting, etc. all considered)

**Cost to student:** $0

**Meeting time:** mornings and afternoons

**Instructor(s):** Chris Warren ’96

Chris Warren (Williams ’96, Computer Science) is a programmer with extensive web development experience, and is also a serious amateur game designer. He was hired for a couple of dot-coms, taught AP computer science in Hawaii, supported himself as an independent web developer, worked as a programmer in Williams OIT from 2003 to 2016, and currently is a partner in a web development consulting company. He has spent [far too] many hours over the years playing roguelike games.

**CSCI 31 Senior Honor Thesis**

To be taken by students registered for Computer Science 493-494.

---

**DANCE**

**DANC 19 Served: Community-based Dance at Williams**

**Cross-listings:** AMST 19/REL 19/ANTH 19/TEA 19/SOC 19/MUS 19

“Serviced: Community-based Dance at Williams” is a four-credit, one-credit course in social practice art making centered around the creation of Serviced, an original evening-length performance in collaboration with Williams Dining Services staff and artists Allison Orr and Krissey Marty from Forklift Danceworks.

Performances of Serviced will take place on the evenings of February 2nd & 3rd. Students must be available for tech rehearsals and performances January 29th-February 3rd in order to participate in this course.

**Method of evaluation/requirements:** 2- to 3-page paper; journal plus final project or performance/ or video/graphy project

**Prerequisites:** none

**Enrollment limit:** 15

**Selection process:** preference given to those available past Winter Study, through “dead week” in order to assist with performances weekend of Feb 1-3, experience in the arts or ethnographic practice

**Cost to student:** $0

**Meeting time:** mornings

**Instructor(s):** Allison Orr; Krissey Marty

---

**ECONOMICS**

**ECON 110 Legal Remedies: How the Law Solves Problems**

What happens when you win a lawsuit? By reading legal opinions, we will study the tools judges and juries have at their disposal to right wrongs, including compensatory and punitive damages, liquidated damages, and injunctions. We will focus on how the law borrows from economics, philosophy, and psychology when assigning value to complex losses like the loss of a life, a limb, a beloved pet, or one’s sexual function. And we will see how those decisions about value shape both big and small, or does n...
ECON 11 Financial Accounting and Financial Modeling for Private Equity and Investment Banking
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 the private equity industry. Incorporating instruction by a dynamic mix of industry professionals and faculty, the course aims to equip students with the understanding and skills required for entry to entry-level financial position, preparing them for interviews, internships, and jobs in the field. The course is structured as four-section progression over the four-week term. The first section is an introduction to the basic concepts of corporate finance, and an overview of the private equity and investment banking industries. The second section covers financial accounting, during which students will learn accounting fundamentals, and how to construct, interpret and analyze financial statements. In the third section, students will receive rigorous training in creating and valuing financial models. Following the presentation of the Street, a professional financial training firm. In the fourth week, students will put to the test the skills they’ve acquired and build financial models to evaluate an investment in a case company. This is a unique opportunity to receive professional-level 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 and 4-5 days per week between in-class sessions and assignments.

Method of evaluation/requirements: evaluation will be based on the final project, short homework assignments, and attendance
Prerequisites: none
Enrollment limit: 30
Selection process: preference to sophomores; in the event of overenrollment, selection will be based upon written statements of interest
Cost to student: $0
Meeting time: mornings and afternoons
Instructor(s): Alex Reeves and A.J. Rossi; occasional visiting instructors
Sponsor: Steven C. Graham ’82
Alex Reeves ’11 currently works in Corporate Strategy and Development at Penumbra, a medical technology company based in the San Francisco area. Prior to that he served as an Associate in Private Equity at Graham Partners, where he evaluated investments in industrial and manufacturing-related businesses, and supported portfolio companies and their management teams across a range of strategic and financial initiatives. Alex plans to attend the Tuck School of Business at Dartmouth. Andrew Ross ’14 graduated from the University of Pennsylvania in 2014, with a double major in Economics and Political Science. A.J. has since joined Graham Partners as an Associate, where he sources and evaluates new investment opportunities and also provides support and oversight for a number of Graham Partners portfolio companies. A.J. also currently manages the firm’s intern and analyst training programs. Steven C. Graham ’82 founded private investment firm Graham Partners in 1988 and serves as Senior Managing Principal. He oversees all of the activities of the firm, including investment sourcing, evaluating, monitoring and divesting. Steve 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 Global Center for Equity and Entrepreneurship at the Tuck School of Business at Dartmouth.

ECON 12 Public Speaking
This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use expository and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Method of evaluation/requirements: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student’s own videotaped presentations
Prerequisites: none
Enrollment limit: 10
Selection process: preference will be based on written statement of interest
Cost to student: $0
Meeting time: mornings
Instructor(s): Lara Shore–Sheppard; Lucie Schmidt

ECON 13 Essential Tools for Creating a Successful Startup
This course provides the business tools and techniques required in many early stage businesses to develop a business model to take the ideas to startup and beyond. The course also provides a basic training in design thinking, business financials, and business analytics. The course values the Lean Launchpad methodology taught a major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds.

Method of evaluation/requirements: 5-page paper; weekly team presentations, a final team presentation and a team video
Prerequisites: none—course is appropriate for any major and any interest
Enrollment limit: 20
Selection process: seniors first
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Steven Fogel
Steve Fogel has spent the last thirty years working with startups. He has helped over 1,000 people start businesses and works with 100’s of entrepreneurs each year.

ECON 15 Value Investing and other Hedge Fund Strategies
The intent of the class is to introduce students to the principles of fundamental-based investing. The primary focus will be on value investing, but we will broadly explore different equity investment strategies, understand the process behind successful equity selection, and study great investors. While oriented towards students interested in careers in investment management, students contemplating careers in consulting and investment banking will also benefit.

Method of evaluation/requirements: 10-page paper; final project
Prerequisites: juniors and seniors preferably in Economics or Political Economy or with some demonstrated interest in a career in finance/investments
Enrollment limit: 15
Selection process: upperclassmen who clearly exhibit the desire for a career in finance (instructor’s discretion)
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Rahul Bahl ’09
Rahul Bahl ’09 is a research analyst at Hidden Hills Partners Fund, a value oriented hedge fund in San Francisco. Prior to HHFP, Rahul was an Associate in GE Capital’s Private Equity Group assisting in the management of their $2Bn portfolio of public and private investments.

ECON 16 Venture Capital: Founders, Investors and Key Employees
This 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 role played by venture capitalists and other employees 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 three scenarios—an early stage company negotiating with a key executive the company is seeking to hire, a company considering two competing term sheets for venture financing and a company faced with the need for additional financing in a distressed situation. As a capstone to the class, students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as founders, investors or key employees. In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review and analyze materials based on the business. 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/requirements: participation in class, preparation of discussion outlines (each equivalent to a 3-4 page paper) in connection with the small group assignments, and participation in the business simulation game
Prerequisites: none
Enrollment limit: 30
Selection process: by lot, with preference for seniors
Cost to student: $100
Meeting time: mornings
Instructor(s): Robert Schwed ’71
Mr. Schwed recently retired from the law firm of Wilmer Hale after a 40-year career focused on private equity and venture capital. For the past nine years, he has been an adjunct professor at George Washington University Law School teaching a course on venture capital law. He taught this course during the 2017 Winter Study. 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 entrepreneurs. We’ll discuss what types of corporate entities are best given the entrepreneurs’ goals—corporations, LLCs, benefit corporations, or 501c3’s. We’ll discuss decision-making processes including governance, voting, and management. For for-profit startups, company equity (stock) is essential to reward employees, investors, and management. For non-profit early stage companies allocate equity and how that changes as a company grows. Finally, we’ll talk about strategies for attracting investment capital, the lifeblood of startups. We’ll make copious use of case studies and speak with several guest experts. Students will work in teams to develop models for several types of startups in various business sectors.
Method of evaluation/requirements: 10-page paper; final project; class participation
Prerequisites: none
Enrollment limit: 16
Selection process: statement of interest
Cost to student: $0
Meeting time: mornings
Instructor(s): Jeffrey Thomas
Jeffrey Thomas is the Executive Director of Lever, a center for entrepreneurship based in North Adams, Massachusetts. He has helped launch dozens of early stage companies, including several that have been funded through the Williams campus-wide Business Plan Challenge.

ECON 19 Program Evaluation for International Development
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 implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and begin to develop the skills needed to participate in planning and implementing an evaluation.

Method of evaluation/requirements: evaluation will be based on class participation, problem sets, and two 8-page papers
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)
Enrollment limit: 15
Selection process: priority will be given to CDE fellows, and based on a written statement of interest
Cost to student: $15 per page cost of book(s) and reading packet
Meeting time: mornings
Instructor(s): Jon Bakija

ECON 20 Sports Analytics
Students will identify an empirical question relevant to a sport. This may be done in consultation with faculty from the Athletics Department. They will then work in a group to review the existing literature, assemble appropriate data and construct an econometric model aimed at addressing the question of interest. The statistical software package STATA will be used for the analyses. The resulting research will be presented at the end of the January term.

Method of evaluation/requirements: 10-page paper
Prerequisites: ECON 255
Enrollment limit: 15
Selection process: seniority
Cost to student: $0
Meeting time: mornings
Instructor(s): David Zimmerman

ECON 21 Fieldwork in Global Coffee
This course involves an internship in a developing economy and an academic analysis of relevant development issues. Students work full-time in either Nicaragua or Kenya with organization active in the international coffee trade. The instructor will work with each student to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements must be made well in advance of Winter Study. Students will work to identify an empirical question and to assemble the relevant background articles distributed at the end of Fall term and must agree to keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. A group meeting of all students will occur after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year.

Method of evaluation/requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting
Prerequisites: spoken Spanish or Swahili
Enrollment limit: 8
Selection process: at the time of registration, interested students should submit a resume, letter of interest to Ashok Rai; these will be used to select students if over-enrolled
Cost to student: $0
Meeting time: evenings
Instructor(s): Ashok Rai

ECON 22 Volunteer Income Tax Assistance (VITA)
Cross-listings: POEC 22

This course examines the U.S. individual income tax, with a particular focus on how it affects low-income families. Students will complete an IRS volunteer training course, and become certified volunteer income tax preparers. At the end of the term, students will use their newly acquired expertise to help low-income clients and file their tax returns. Class meetings will involve a mix of discussion of assigned readings and exercises that help develop tax preparation skills and understanding of poverty, both nationally and locally. Assignments outside of class include the readings (on tax policy, the challenges of living in poverty in the U.S., and related public policies); successful completion of online IRS VITA training; and participation as a volunteer tax preparer for approximately six hours during the final week of winter study. The volunteer tax preparation sessions take place in North Adams.

Method of evaluation/requirements: 10-page paper; volunteer work
Prerequisites: none
Enrollment limit: 15
Selection process: written statement of interest
Cost to student: $15
Meeting time: afternoons
Instructor(s): Sara LaLumia

ECON 24 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, outside 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, New Zealand and Australia.

Method of evaluation/requirements: evaluation 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: none, but students must be 21 years old on or before the first day of class
Enrollment limit: 10
Selection process: mix of academic record and diversity of backgrounds and interests
Cost to student: $300
Meeting time: T,R evenings
Instructor(s): Peter Pedroni

ECON 30 Honors Project: Specialization Route
The "Specialization Route" to the degree in Economics requires that each candidate take an Honors Winter Study Project in 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 the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

ECON 31 Honors Thesis
To be taken by students participating in year-long thesis research (Economics 493-W31-494).

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, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, E Salvador by insufficient production incentives in tradables, Zimbabwe by poor governance, and so forth. How can a developing country's policymakers arrive at conclusions such as these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies, as opposed to a "laundry list" of reforms that are simply based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to growth in a given country at a specific point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the country's prevailing economic, political, and social context. The course will employ a range of country-specific case studies to not only elucidate how the framework can be operationalized for policymakers, but also demonstrate its scope and limitations. Students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a mini growth diagnostic for their group's assigned country by the end of the course.

Method of evaluation/requirements: evaluation will be based on extensive class participation, one 20-page group paper comprising a mini growth diagnostic for a country, and a group presentation on the mini growth diagnostic
Prerequisites: ECON 501, ECON 502/503, ECON 504, and ECON 505/506
Enrollment limit: 12
Selection process: if overenrolled, priority will be based on written statement of interest
Cost to student: $0
Meeting time: mornings
Instructor(s): Quamrul Ashraf

ENGLISH
ENGL 10 Performing the Novel: The Celestials by Karen Shepard
Cross-listings: AMST 10/ASST 10/THCA 10

This class will help develop and perform a stage adaptation of English Department Senior Lecturer Karen Shepard's 2013 novel The Celestials. The
ENGL 11 “Jane Eyre” and the Visual Art Journal
Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily, and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte’s Jane Eyre, here we will read selections from both Emily Bronte’s Wuthering Heights and Anne Bronte’s The Tenant of Wildfell Hall. There will also be readings from various authors and artists on the subject of journaling as a tool for learning.

Method of evaluation/requirements: at least 10 pages of journal writing, a finished visual journal and participation in class discussion and assignments; participation in a final class where we will showcase our journals

Prerequisites: none
Enrollment limit: 15

Selection process: preference to English and Art majors

Cost to student: $25 plus cost of book(s)
Meeting time: afternoons
Instructor(s): Patricia Malanga
Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

ENGL 12 The Art of Telling (out loud) a Really Good Story
How do you offer an audience a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we’ll tell stories. Yes, we’ll explore the improvisational approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a “story” instead of something else. We’ll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We’ll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim “authority” to tell a story? What are the implications of choosing the stories whose men were stories need to be told that are not? What stories need amendment? What does storytellingmean for other academic or social realms? Outside class, students will analyze and critique recordings and videos of other storytellers with the goal of enhancing their own storytelling. Students will prepare for presentation class three different kinds of stories, one of which will be offered to the wider public on campus or in the near environs.

Method of evaluation/requirements: 2- to 3-page paper; final project
Prerequisites: none
Enrollment limit: 10

Selection process: statement of student interest
Cost to student: $0
Meeting time: mornings, 2-hour sessions Monday through Thursday
Instructor(s): Kelly Terverligier
Kelly Terverligier has been telling stories professionally for 16 years in schools, libraries, festivals, parks, museums, community centers, and pubs. She will also make an effort to tell stories in groups, with the goal of creating a sense of community and shared experience.

ENGL 15 Teaching High School English in Independent Schools
Are you interested in teaching English at the secondary school level, particularly in an independent school setting? If so, this course is designed for you. We will cover the topics any aspiring English teacher should be familiar with: (1) how to design new courses and construct effective syllabi; (2) how to lead engaging classroom discussions about challenging works of literature; and (3) how to grade and constructively comment on student writing. This course will emphasize practice over theory, and throughout the winter term, we will jump in and try our hands at all three of these fundamental teaching skills: each student will dream up and design the syllabi for a course meant to appeal to high school students; lead one 30-minute mock classroom discussion on a poem or short story of his or her own choosing (with the other students “acting” as 10th or 11th graders); and practice commenting on and grading various samples of student writing. Near the end of the course, we will also touch upon some of the nuts and bolts of landing your first teaching position, including how to prepare a strong job application and how to ready yourself for an interview and on campus visit. There will be no single final paper, but much writing and work will be required throughout: sample course descriptions and syllabi; written and mental preparation to lead a 30-minute classroom discussion; written comments on a number of sample student papers; and finally, various short written reflections on teaching which will be assigned throughout the course.

Method of evaluation/requirements: 5-page paper; evaluation will be holistic, based on written work, discussion-leading performance, and overall effort and engagement
Prerequisites: none
Enrollment limit: 10

Selection process: if course is overenrolled, students will be asked to email the instructor to explain their reasons for taking the course; preference will be given to juniors and seniors
Cost to student: $0
Meeting time: Tues, Wed, Thurs, 10am-noon
Instructor(s): Bernie Rhie

ENGL 16 Typewriters!
Cross-listings: ARTS 18
Are you saturated by the digital stream? Are you weary of screens? Typewriters are clattering their way back into our awareness: manifestos, pop art installations, celebrity collectors, feature films. Patented in 1868 and popularized in the 1930s, typewriters were the primary writing technology until the advent of the computer in the 1980s. Let’s learn the history of this amazing machine, watch archival footage and new documentaries, visit typewriter repair shops and most importantly—write on our own typewriters. We will study the mechanism, learning about basic repairs. We will experiment with carbon paper, erasable paper, and Whiteout. We will write letters, put them in envelopes, and send them through the mail. We will set up typewriter stations to celebrate and write primarily on our typewriters during this month, we will observe the changes in our thinking and writing. Final projects (multiple media allowed) and a public exhibit will reflect upon these changes.

Method of evaluation/requirements: 5-page paper; 2- to 3-page paper; final project; formal public exhibit
Prerequisites: none
Enrollment limit: 10

Selection process: instructor’s discretion, based upon student statement
Cost to student: $155

Meeting time: afternoons
Instructor(s): Cassandra Cleghorn

ENGL 18 Stories and Pictures
Cross-listings: ARTS 18
What would you do if Vladimir Nabokov suddenly appeared and said: “Read this thing I wrote, and then make a twenty second stop-motion animation that captures what it feels like to long for a country that doesn’t exist anymore. You have a week.”? What if Spike Lee demanded you make a trailer for a film that doesn’t exist? You don’t even want to know what Lydia Davis would want from you. “Stories and Pictures” can help you prepare for these kinds of situations. In this class, we will read short stories and produce visual responses to them. We will condense narratives and create the work of imaginary artists. We will talk about the different ways in which the written word can provide fuel for image-making, and figure out how to make good art fast. In our meetings we will look at how other visual artists have used narrative to inform their work and try out various art-making techniques such as drawing, collage, digital photography and video.

Method of evaluation/requirements: Four artworks and one class presentation, as well as ongoing participation in class discussion
Prerequisites: none; students of all intellectual and creative persuasions are welcome
Enrollment limit: 12

Selection process: preference will be given to students writing to instructor with a short paragraph about why they want to be in this class
Cost to student: $0
Meeting time: mornings; 3 times weekly for 2-hour sessions; at least one field-trip
Instructor(s): Gabriela Vainsencher

Gabriela Vainsencher is a Brooklyn-based visual artist who makes videos, site-specific installations, drawings, and sculptures. Vainsencher was Williams College’s Levitt fellow in 2009, and since then she has taught a winter study class in January 2012-2016. Her recent exhibitions include a two-person show at the Françoise Poulain Gallery, Le Havre, France, and a solo show at Recession Art gallery in New York.

ENGL 25 Journalism Today
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 help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. Students should be aware of our precise meeting schedule which will be announced several times a week by emails. They should choose which days they will attend the beginning of the course. There will be a one-week visit to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, MSNBC, ProPublica, the Wall Street Journal and NPR.

Method of evaluation/requirements: 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: 12

Selection process: preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen.

Cost to student: $900

Meeting time: TBA

Instructor(s): Elizabeth Rappaport ’94 and Bob Kreffting

Liz Rappaport is a Life & Arts editor at The Wall Street Journal. She works at the New York City headquarters. Previously, she was social media editor and a reporter. She covered Goldman Sachs Group Inc. as well as credit and markets about the financial crisis. She wrote about financial markets and Wall Street at TheStreet.com and Dow Jones Newswires. Ms. Rappaport graduated from Williams College with a degree in English. Masters in Journalism and Mass Communications, NYU.

ENG 30 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENG 31 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

ENVIRONMENTAL STUDIES

ENVI 10 Local Farms and Food

What foods are produced on farms near Williamstown? Why? What does “local food” even mean? Why should we care? In this winter study we will visit 3-4 working farms in the region to see different types of farming in action and talk with farmers about their work. We will also read various material related to food and farming covering past, present and future. The class will usually meet twice per week: once for a farm visit and a second for classroom discussion about the farm visit and that week’s assigned readings. Students will be required to submit a 10-page paper at the end of Winter Study on a related topic of their choosing.

Method of evaluation/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 10

Selection process: short expressions of interest sent to me at jacob.israelow@gmail.com

Cost to student: $95

Meeting time: afternoons

Instructor(s): Jacob Israelow ’01

Jacob Israelow is the Founder and Managing Director of Dirt Capital Partners, an investment firm which partners with sustainable farmers on farmland purchases in the Northeast United States. Previously, he worked for Goldman Sachs in Asia. He graduated from Williams in 2001.

ENVI 18 Sustainable Business Models

Cross-listings: ECON 18

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) longer run positive impact on climate and the environment. Topics include:

● What are the criteria of sustainability? E.g. Renewable energy; organic farming; creative waste disposal; broader social purpose.

● How does the concept of externalities relate to sustainability? Must all external costs and benefits be internalized in order for a business to be truly sustainable?

● Should “environmentalism” be a “rear guard” movement seeking to slow, conserve, protect, defend, and delay economic growth, or whether should modern environmentalism embrace the dynamic power of HSBC, ProPublica, the Wall Street Journal and NPR.

ENVI 21 Green Revolving Funds

Cross-listings: ECON 21

A green revolving fund is an internal funding structure that allows an organization like Williams to invest a certain amount of capital in sustainability projects, and refresh the fund with the cash flows from completed projects over time. Generally hospitals, universities or other resource-saving institutions have initiated a small student-run green revolving fund, which this course will use as a learning example. Students will learn the principles behind green revolving funds through lectures and readings and review case studies of successful revolving funds at other institutions. Students will explore the range of possible project types including energy conservation and efficiency, renewable energy, water conservation, waste reduction and landscape management. They will then write projects which are already funded through the College’s efforts and which could potentially be candidates for green revolving funding.

ENVI 19 Mountains to the Sea—The Nature of New England

This course aims to answer the what, why and how of the New England landscape. From the spruce-covered Berkshire peaks to the broad Connecticut River Valley to the sandy coastal plain, we will investigate the primary factors that drive the diversity in the topography, soil, plant communities, and wildlife that inhabit these areas. We will also consider how humans have and continue to engage with these landscapes. Field activities may feature hiking to peak of an ancient basalt ridge; walking through a towering hardwood forest and a scrubby, pine woodland following fox tracks in the snow; trampling around a beaver pond; observing wintering waterfowl on a salt marsh; and visiting a museum or interpretive center. These activities will be supplemented by readings and class discussions. Students should be prepared to spend many hours out in winter conditions and be able to hike several miles. Some trips will necessitate that students be away from campus beyond normal class hours.

Method of evaluation/requirements: 5-page paper; final project

Prerequisites: none

Enrollment limit: 18

Selection process: letter to instructor

Cost to student: $45 plus cost of book(s)

Meeting time: afternoons

Instructor(s): Don Carlson ’83

Don Carlson is currently a venture partner with Rubicon Venture Capital and a consultant with Lansberg Gersick Associates. Don has been a Williams faculty member (CES and chair of political economy, 1990-92); chief knowledge officer at Goldman Sachs; a trial lawyer at Williams & Connolly, and legislative director for Congressman Joseph P. Kennedy II. Don graduated from Williams as a Political Economy major in 1983 and Harvard Law School in 1986.

ENVI 20 The Nature of New England

Cross-listings: ECON 20

This course aims to answer the what, why and how of the New England landscape. From the spruce-covered Berkshire peaks to the broad Connecticut River Valley to the sandy coastal plain, we will investigate the primary factors that drive the diversity in the topography, soil, plant communities, and wildlife that inhabit these areas. We will also consider how humans have and continue to engage with these landscapes. Field activities may feature hiking to peak of an ancient basalt ridge; walking through a towering hardwood forest and a scrubby, pine woodland following fox tracks in the snow; trampling around a beaver pond; observing wintering waterfowl on a salt marsh; and visiting a museum or interpretive center. These activities will be supplemented by readings and class discussions. Students should be prepared to spend many hours out in winter conditions and be able to hike several miles. Some trips will necessitate that students be away from campus beyond normal class hours.

Method of evaluation/requirements: 5-page paper; final project

Prerequisites: none

Enrollment limit: 10

Selection process: seniority, sincerity of interest in the subject

Cost to student: $455 plus cost of book(s)

Meeting time: mornings

Instructor(s): Drew Jones

Drew Jones has been the manager of Hopkins Memorial Forest for the past seventeen years, where he oversees various aspects of the management, education and research programming of the facility. In addition, he is involved in some of his own research projects, most recently Northern Saw-whet owls banding, and elementary education programs in the forest. He also leads occasional Williams class field trips and assists with regular laboratory trips for the Environmental Science course.
ENVI 22 Reimagining Rivers
Rivers play a hugely important role in the artistic, religious, and literary cultures and societies around the world. They are often imagined to be timeless and eternal, yet rivers have been changed dramatically by human activity over time and they will change even more dramatically as the climate continues to warm. What can the past and present of rivers tell us about their future? What light can art, literature, film and sheds on their possible role in creating a more just and sustainable society? What are rivers for? Focusing on Europe and the Americas (but making frequent forays into other parts of the world), we will examine classic literary texts by authors such as Mark Twain, Norman Maclean and others; works by visual artists such as William Turner, Andy Goldsworthy, and Ed Burtynsky; documentary and feature films such as "Damnation" and " Fitzcarraldo," as well as some environmental journalism and ethnographic writing. We will also take a few field trips to local rivers. The group will meet for 6 hours each week for discussion; all films will be viewed outside of class.

Method of evaluation/requirements: several 2- to 3-page papers; discussion leading; presentation
Prerequisites: none
Enrollment limit: 15
Selection process: seniority
Cost to student: $45 plus cost of book(s)
Meeting time: mornings and afternoons
Instructor(s): Nicolas Whitman
Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford 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 25 The Changing Landscape and Musical Geography of the Mississippi: Winter Study at Williams-Mystic
The course will be based at Williams-Mystic, the College's renowned maritime studies program in Mystic, Connecticut. We will focus on learning about the geological history of the Mississippi River Delta, the history of human settlement in the region, and the musical record of the environmental and socioeconomic challenges faced by the communities of the delta. Experiential learning is important to the course, and we will spend two evenings enjoying Cajun and Zydeco music as well as the blues. Finally, the course will involve synthesizing the experiences and learning of the first two weeks into oral presentations in which students will propose solutions for improving the sustainability of habitats and communities that are threatened by rising sea levels. We will use the multidisciplinary Defining the Delta (Edited by Janette Collins, The University of Arkansas Press, 2015) as our textbook for the course. This winter-study course aims to:
1. Explain the role of landscape change in controlling the sustainability of the environments upon which the communities and the economic infrastructure of the Mississippi River Delta have been built.
2. Examine the musical geography of the region as a means for understanding the legacy of landscape and socioeconomic changes for the people who call the delta their home.

Method of evaluation/requirements: 5- to 8-page paper; final project
Prerequisites: none, though not open to first-year students
Enrollment limit: 12
Selection process: preference given to sophomores and then juniors
Cost to student: $30
Meeting time: TBA
Instructor(s): Jose Constantine; Craig Edwards
Craig is a renowned musician and musical historian of the Mississippi River Delta and major in ethnomusicology at the University of Arkansas. Reflecting his great talent, he was recently named a Connecticut Master Teaching Artist by the Connecticut Commission on the Arts.

GEOS 31 Senior Thesis
To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES
GEOS 12 Geology of the National Parks
Cross-listings: ENVI 12
A vicarious trip through a variety of national parks in the US and Canada to appreciate the geological basis of their spectacular scenery. Areas to be included will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain-building, glaciation, etc.). The group will meet most mornings for the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and natural history associations linked to the parks. The second part of the month will involve independent study and meetings with the instructor to prepare an oral report about the geology of a park or monument of the student's choice. The oral reports during the last week will be comprehensive and well-illustrated, using Power Point, maps, samples and other reference materials pertinent to the geology of the area. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 12
Selection process: preference to first-year students who have had no previous college-level study of geology
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Bud Wobus

GEOS 14 Landscape Photography (Same as ENVI 14)
Cross-listings: ENVI 14
This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph. Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of digital photography utilizing Adobe Lightroom, which will be reviewed at biweekly class meetings. In addition to photographing and critiquing images, the class will visit collections at the Clark Art Institute, WCAA and Chapin Library to see original photographs. Course will include an overview of the history of landscape photography with an emphasis on American workers such as Carlton Watkins, Eadweard Muybridge, Alfred Steiglitz, Eliot Porter and Ansel Adams. Demonstrations will include the use of cameras such as medium and large format. Students will produce a body of successful photographs that will be projected at the Winter Study presentation day and on the web http://nicholaswhitmanphoto.winterstudy2016/ and http://nicholaswhitmanphoto.winterstudy2017/Students will submit short written explanations with each of their photographic assignments.

Method of evaluation/requirements: 10-page paper; final project
Prerequisites: digital camera, laptop with Lightroom, 1 T external hard drive
Enrollment limit: 15
Selection process: expressed interest and by luck of the draw
Cost to student: $75
Meeting time: mornings
Instructor(s): Nicholas Whitman
Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford 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
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period.

GERM 12 Climate Catastrophes in Literature and Film
Cross-listings: COMP 12
Climate disasters form the backdrop to many dystopian visions, ranging from apocalyptic passages in the Bible (the Great Flood, the Book of Revelation) to the 2016 Oscar-candidate (Mad Max: Fury Road). Temperatures drop too low or rise too high, rainfall proves persistent or fails to materialize. Each of these scenarios presents extreme challenges to the affected populations as it imperils the access to food, shelter, and - often - human love. In this course we will look at how fictive societies emerging in climate-related disasters are organized and what forms of "humanity" seem accessible under conditions of scarcity. We will discuss what it means to engage with these fictive scenarios in the age of global warming and discuss excerpts from contemporary political essays, which offer further alternative and constructive visions of the future (e.g. Felix Guattari's Three Ecologies, Rebecca Solnit's Parades in Hell), Readings include texts from antiquity (e.g. the Bible, Homeric Hymn to Demeter), and the 19th and 20th century (e.g. Mary Shelley's The Last Man, Lord Byron's Darkness, Octavia E. Butler's The Parable of the Sower, Max Frisch's Man in the Holocene). In addition to the readings, we will watch 1-2 films per week (e.g. Waterworld, 2012, The Road, Young Ones, Mad Max: Fury Road, Blind Spot). For their final project, students will choose and analyze their own favorite "cli-fi" (climate fiction) and produce a piece of cli-fi in the medium of their choice.

Method of evaluation/requirements: 5-page paper and creative project
Prerequisites: none
Enrollment limit: 18
Selection process: students will be asked to send an email to the instructor, explaining their interest in the course
Cost to student: cost of book(s) and reading packet
Meeting time: discussion based sessions in the morning, film screenings (1-2 per week) in the afternoon
Instructor(s): Susanne Fuchs
Susanne Fuchs holds a PhD in German Studies from New York University. She has previously studied at the University of Vienna, the University College
London, and the Freie Universität Berlin. Susanne Fuchs has taught literature and philosophy courses at the University of Zürich and New York University. Her research interests include theater studies, conflict studies, and the environmental humanities.

**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: Past, Present, and Future**
Cross-listings: AMST 11
Learn about resources and assets of Massachusetts’s smallest city and our neighbor. Readings, tours, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for future cultural and economic development. You will be expected to complete assigned readings (articles) and to attend all class meetings. Final assessment will be based on your engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, you will complete a final research project (written or multimedia); and two short reflection papers. You must be available for class meetings off-campus and outside of the regular class hours. Transportation will be provided for off-campus sessions.

Method of evaluation/requirements: 2- to 3-page paper; final project
Prerequisites: none
Enrollment limit: 12
Selection process: priority to first- and second-year students
Cost to student: $10
Meeting time: mornings
Instructor(s): Anne Valk
Avantie Valk is a lecturer in the History Dept. and the Associate Director for Public Humanities, affiliated with the Center for Learning in Action and the Office of Institutional Diversity and Equity.

**HIST 11 Latina Feminisms: Then and Now**
Cross-listings: WCSSS 11
During the late 1960s and 1970s, Mexican American and Puerto Rican women wrote about and became activists on the issues they confronted. As activists in their local communities and in the broader society, how did their writings define emerging Latina feminisms and/or “Third World feminisms”? How pertinent are the issues they defined to Latina feminisms today?

Method of evaluation/requirements: 10-page paper; lead discussion(s)
Prerequisites: none
Enrollment limit: 20
Selection process: History majors, LATS concentrators
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Carmen Whalen

**HIST 13 Eyewitness to the Civil Rights Movement**
During the sixteen months of 1964-15, 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-legal violence—beyond the understanding of most Americans and certainly beyond the imagination of young people today. This course will explore this transformative moment in recent American history largely through reading and discussion. Topics will include nonviolence, the role of the black church, black nationalism, Malcolm X and Black Power, 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 time. 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 a person’s experience can evoke.

Method of evaluation/requirements: evaluation will be based upon participation class participation and final project
Prerequisites: none
Enrollment limit: 20
Selection process: random selection
Cost to student: $90
Meeting time: afternoons
Instructor(s): 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 15 The City in Indian Cinema**
Cross-listings: ASST 15
About 450 million people, one third of India’s total population lives in cities. What is the urban experience of this large complex community? What are people’s everyday struggles, concerns, and joys in these spaces? This course explores the multifaceted relationship between cinema and the modern city in the Indian context. We will engage with readings and a series of films, including but not exclusively of the popular Bollywood genre to explore the diversity, chaos, hopes and dreams of India’s burgeoning cities.

Method of evaluation/requirements: participation, response papers
Prerequisites: none
Enrollment limit: 30
Selection process: some preference to Seniors studying History and Asian Studies
Cost to student: $10 plus cost of book(s)
Meeting time: afternoons
Instructor(s): Aparna Kapadia

**HIST 18 The Rose and the Pendulum**
The first two novels by medievalist, novelist, and literary critic Umberto Eco, The Name of the Rose (1980) and Foucault’s Pendulum (1988), are a pair. The former, cast in the guise of a detective story, follows the exploits of Brother William of Bkww (or William of Bkww) and his companion Brother Hombert (or Sherlock Holmes) as he investigates a series of murders afflicting a fourteenth-century Italian monastery, ultimately detecting a disturbing Apocalyptic plan behind the deaths. The latter, set in 1970s Milan, follows vanity publishers whose efforts to attract the business of occultists inspires them to invent their own historical conspiracy theory, which they christen The Plan, and which before long acquires an ominous reality all its own. Both books explore such literary problems as the locus of textual meaning and the nature of interpretation, against such richly realized historical backdrops as late medieval monasticism, the fourteenth-century political intrigue surrounding the demise of the Knights Templar, early modern esotericism, and even twentieth-century Italian leftism. Both are also highly effective satires of the literary and historical genres in which they participate. To read The Name of the Rose and Foucault’s Pendulum as entertaining fiction and as ports of entry into intriguing episodes in medieval and early modern history; and also for their deeper literary and semiotic themes.

Method of evaluation/requirements: this will depend upon class attendance, participation, five 1.5-page response papers, and an in-class presentation
Prerequisites: none
Enrollment limit: 30
Selection process: preference for prior coursework in medieval history
Cost to student: cost of book(s)
Meeting time: afternoons
Instructor(s): Eric Knibbs

**HIST 19 Exphasis, or, Poetry About Art**
Recently, poets have been expanding the contemporary potential of the genre known as “ekphrasis” to extend conversations across artistic mediums. In the process, they have been developing exciting new work experimental of their own. Mary Jo Bang’s 2004 poetry collection The Eye Like a Strange Balloon responds to works from Picasso’s Les Demoiselles d’Avignon to David Lynch’s Mulholland Drive. Fred Moten (in books like The Feel Trio) and Tyehimba Jess (in his 2016 Pulitzer Prize-winning Olio) are writing poems that viscerally animate both the history and rhythms of musical forms from Vaudeville to Jazz. In Public Figures, Jena Osman puts herself in the position of public statues across Philadelphia, creating a multimedia text that tracks their gaze. In this Winter Study course we will join these experimenters: describing, engaging, animating, imaginatively projecting, and ultimately writing work of art in all genres. Watching films and reading fiction (perhaps the new “Twin Peaks”), listening to music, experiencing performance (including Yoko Ono’s “Cut Piece”), viewing paintings and sculptures (ideally taking field trips to Mass MOCA and the Clark), and reading other writers (including our classmates), we will develop a range of responses and original forms. We will also create prompts, constraints, and practices from each artistic encounter that we will take with us into our own writing lives.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 15
Selection process: if overenrolled, preference will be given to students who have taken creative writing at the college
Cost to student: cost of book(s) and reading packet
Meeting time: mornings
Instructor(s): Stefania Heim
Stefania Heim is author of the poetry collection A TABLE THAT GOES ON FOR MILES, and translator, most recently, of the Italian poems of metaphysical artist Giorgio de Chirico. Her essays have appeared or are forthcoming in A Public Space, Critical Flame, Jacket2, Textual Practice, and elsewhere. She is a Poetry Editor at Boston Review and has taught at institutions including Columbia University, Deep Springs College, Duke University, and the University of Montana MFA program.

**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 and 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; and identify primary sources. 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/requirements: 10-page paper; weekly assignment
Prerequisites: none
Enrollment limit: 15
Selection process: interest in course subject determined by questionnaire
Cost to student: $25
Meeting time: afternoons
Instructor(s): Anne Reinhardt

HIST 31 Senior Thesis
To be taken by all senior thesis 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.

Method of evaluation/requirements: chapter of thesis
Prerequisites: must be admitted into department's Thesis Program
Enrollment limit: none
Selection process: N/A
Cost to student: $25
Meeting time: TBA
Instructor(s): Eiko Maruko Siniawer

JEWSH STUDIES
JWST 31 Senior Thesis
To be taken by students registered for Jewish Studies 493 or 494.

JUSTICE AND LAW
JLST 14 Mock Trial
In Mock Trial, the students are attorneys and witnesses who prepare and present a civil trial with opening statements, direct and cross-examination, and closing arguments. The cases are selected from the American Mock Trial Association's prior cases and include claims of civil rights, defamation, and products liability. The students develop the trial strategy, select the appropriate witnesses from those available and prepare the case as a group. The course has been offered 5 prior times with great success. The "final exam" is the presentation of two trials, one as plaintiff and one as defense, with outside attorneys acting as judges and a jury. The two teams switch sides in the trials so that all students get the experience of considering arguments from both sides. We secure attorneys to act as judges and jurors to render a verdict and provide comments to the students on their presentations.

Method of evaluation/requirements: final project; two trials, one as plaintiff and one as defendant
Prerequisites: none
Enrollment limit: 24
Selection process: will seek input from Registrar and if needed use lottery
Cost to student: $20
Meeting time: Monday noon-3:50 and Tuesday 10:00-2:00
Instructor(s): David Olson '71; Louis (Sey) Zimmerman '71

David Olson, Class of '71, has practiced civil trials with 38 years of experience. He has handled complex cases in state and federal courts, including class actions. He has held leadership roles in the ABA and has co-authored and edited more than 8 books for the ABA and other organizations. He is a frequent speaker on a wide range of legal subjects. The course has been offered for 5 prior years, and has been oversubscribed on several occasions. David Olson, Class of '71, is a practicing trial attorney with more than 38 years of experience and has offered this course for 5 different Winter Studies. He co-teaches the course with Sey Zimmerman, Class of '71, who is a retired trial attorney.

JLST 15 The Work of the Supreme Court: A Simulation
Cross-listings: CHEM 15

The objective of this course is to provide students with an understanding of the personal, theoretical, and institutional characteristics that impact the decision making process of the nation's highest court. At the beginning of the course the students will be provided with briefs, relevant decisions and other materials for a case currently pending before the court. Where possible, cases will be selected that address constitutional issues that also have a political and/or historical significance. Past examples include the constitutionality of provisions in the Affordable Care Act, rights of prisoners held in Guantanamo, the extent of First Amendment rights of students, and the applicability of the State Secrets doctrine to the country's extraordinary rendition program. Four students (two on each side) will be assigned to prepare and present oral arguments to the "Court," which will consist of the other eight students, each playing the role of a Supreme Court Justice. An instructor will act as the Chief Justice to coordinate the student Justices and keep them on focus. After the oral argument, the "Court" will confer and prepare major and minority opinions, which will be announced in "open court" at the conclusion of the term.

Method of evaluation/requirements: 5-page paper; final project
Prerequisites: none
Enrollment limit: 12
Selection process: preference to upperclassmen/legal studies majors
Cost to student: $25
Meeting time: mornings
Instructor(s): Robert Groban Jr. '70; Thomas Sweeney III '70

ROBERT S. GROBAN, JR., is a Member of Epstein Becker Green, PC and National Chairperson of its Immigration Law Group. Prior to joining EBG, Mr. Groban served as an Assistant U.S. Attorney in the Southern District of New York from 1976-81, and handled a variety of civil, criminal, immigration and Nazi War Criminal cases at both the trial and appellate levels. Messrs. Groban, Pope and Sweeney are lawyers who each have over 25 years of varied litigation experience.

LATINA/O STUDIES
LAT 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 12 Principles of Effective Leadership
The course explores case examples related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless issues 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/requirements: 10-page paper; in-class presentation
Prerequisites: none
Enrollment limit: 25
Selection process: Leadership Studies concentrators, preference to seniors and juniors
Cost to student: $50 plus cost of book(s)
Meeting time: mornings and afternoons
Instructor(s): William Simon '73

William E. Simon, Jr., '73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon & Sons, a private equity firm, and the William E. Simon Foundation. Early in his career, Mr. Simon served as the U.S. Attorney in 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 13 Practical Preparation For Working After Williams: Standing Out Instead of Fitting In
Cross-listings: PESC 13

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific, skills valuable and relevant for success in the real-world of work. Challenging sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Prerogative for each student class discussions and participation requires reading several books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a Birkman assessment on-line, as well well understanding wide-ranging human performance though an encapsulated case study of the people at the Battle of Gettysburg. Knowledge is transferred in the classroom through fast-paced, concise lectures, live interaction with world-class guest speakers, individual case studies, role playing, and practical mentoring by the instructor. Benefits realized by students can be practically applied in any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper that is workshopped as part of the final grade of the class. Required reading material includes a list of books and articles of particular interest to the instructor. A one page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide feedback. Class meetings are conducted each day for 1 1/2 to 2 hours Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. An individual personal development action plan requiring additional personal critical thinking and research is also submitted.

Method of evaluation/requirements: class participation, evidence of understanding collateral materials, and 5-page paper evaluated by instructor
Prerequisites: a keen and purposeful desire to learn and develop oneself in a practical applied experience—this course is open to all students seeking a uniquely meaningful and impactful Winter Study curriculum available nowhere else at Williams College
Enrollment limit: 20
LEAD 17 Three Roosevelt Elections: 1932, 1936, 1940

Cross-listings: HIST 17
The 1930s were a pivotal decade in American history. It was the decade of the Great Depression, of darkening war clouds, and of the golden age of Hollywood movies. It was also the decade of Franklin Roosevelt. In the presidential election of 1932, Roosevelt swept to power on a promise to rock bottom the Depression, New York’s governor Franklin Roosevelt challenged incumbent President Herbert Hoover, whose administration, FDR said, was “frozen in the ice of his own indifference.” Four years later, in the election of 1936, FDR defended his New Deal record against Governor Alf Landon of Kansas. And in 1940, as European democracies fell one by one to the merciless Nazi onslaught and as American isolationists sought to appease Hitler, Roosevelt ran for an unprecedented third term, the first and only president ever to do so. We will study these three consequential elections by using material from historians, newspapers, campaign speeches, and memoirs. We will also explore the mood in the country as reflected in some of the great movies of that period: “The Grapes of Wrath,” “Dead End,” “Top Hat,” “The Mortal Storm,” “The Best Years of Our Lives,” and others.

Method of evaluation/requirements: active participation in class discussions, class presentations, final paper
Prerequisites: none, but preference given to students with background in American history and American political science
Enrollment limit: 12
Selection process: preference given to students with background in American history and American political science; preference to declared and prospective LEAD concentrators and then students with background in American history and American political science
Cost to student: cost of book(s) and reading packet
Meeting time: afternoons
Instructor(s): Susan Dunn

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. Each student must successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WRF/CPR certification.

Method of evaluation/requirements: written and practical exam
Enrollment limit: none
Selection process: submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience.
Cost to student: $465
Meeting time: the course runs nine consecutive days from 9AM - 5PM, with a possible one nighttime rescue exercise
Instructor(s): Scott Lewis

MATHEMATICS/STATISTICS
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 musicians i.e. Gustav Mahler, W.A. Mozart 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 mostly slapstick-Marx Brothersque) math videos, each two to three minutes. These will be put on YouTube by the end of winter study. The goal is for them to be so funny that people who are not just your friends and family will want to watch them. We will explore the workings of a 3-camera, broadcast technology studio. Students will learn how to set up and operate both camera and studio equipment. Cultural microphones in addition to learning the equipment and software that manages these unique systems. We will review and practice the technology roles inherent to studio production: director, producer, audio engineer, camera operator, lighting engineer, set building/decorating, make-up, etc.}

Meeting time: 3 evenings per week
Instructor(s): Allison Pacelli

MATH 12 The Mathematics of LEGO Bricks
Since their introduction in 1949, LEGO bricks have challenged and entertained millions. In this course we will explore some of the connections between LEGO bricks, mathematics and popular culture. Activities will range from trying to do a LEGO idea challenge to teaching an Adventuring Learning class at Williamstown Elementary to building a bridge (hopefully over the gap on the 2nd floor of Paresky) for MLK day. We will work in the Opera House of Graz as an extra and in the managing office. She is involved in cultural activities such as being part of the International business committee of the 62nd Viennese Opera Ball in NYC.

MATH 13 Seldom Told Stories of Women and Minorities in Science
This course will be centered on learning about the achievements of women and minorities who have made significant contributions to science and the scientific community. We will discuss both historical and modern challenges faced by women and under-represented minorities in the sciences. Students will conduct an independent research project on a scientist of their choosing and lead a discussion based on that individual. Additional reading for this course will include the book Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race, which was made into the 2016 film Hidden Figures.

Method of evaluation/requirements: 10-page paper; final project
Prerequisites: none
Enrollment limit: none
Selection process: based on expressed interest
Cost to student: cost of book(s)
Meeting time: evenings
Instructor(s): Julie Blackwood

MATH 15 Pilates: Physiology and Wellness
Cross-listings: 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.

Method of evaluation/requirements: 10-page paper; weekly quizzes, readings, and a final project
Prerequisites: none
Enrollment limit: none
Selection process: selection will be based on student responses to survey questions
Cost to student: $125 plus cost of book(s)
Meeting time: 3 evenings per week
Instructor(s): Allison Pacelli

MATH 16 Live From Studio 275
Live From Studio 275 has the goal of producing two to three humorous (mostly slapstick-Marx Brothersque) math videos, each two to three minutes. These will be put on YouTube by the end of winter study. The goal is for them to be so funny that people who are not just your friends and family will want to watch them. We will explore the workings of a 3-camera, broadcast technology studio. Students will learn how to set up and operate both camera and studio equipment. Cultural microphones in addition to learning the equipment and software that manages these unique systems. We will review and practice the technology roles inherent to studio production: director, producer, audio engineer, camera operator, lighting engineer, set building/decorating, make-up, etc.
content for the actual videos. Typically, we will schedule one, full-day production block for each video (8AM-4PM, with appropriate breaks). There will probably be two such days. Pre- and post-production meetings will also be required.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 8
Selection process: by interviews with instructors
Cost to student: $0
Meeting time: mornings
Instructor(s): Thomas Garrity; Tamara Hjermslet; Patrick Gray

MATH 18 Introduction to Python Programming
Python has recently become one of the most prominent programming languages. Besides it's high degree of efficiency, it is primarily focused on readability and extensibility. Therefore, Python can be easily used to solve a wide array of problems in computer science, mathematics, business, and many other fields. In this course, we will be introduced to the syntax of Python and apply it to solve several basic (mathematical) problems. The course is intended as an introduction for non-computer science majors.

Method of evaluation/requirements: in-class assignments will be submitted and graded based on successfully solving a given problem
Prerequisites: none
Enrollment limit: 15
Selection process: discretion of the instructor, priority given to students without prior programming experience
Cost to student: $0
Meeting time: 2 hours 3 times per each full week
Instructor(s): Andrew Bydlon
Andrew Bydlon is a mathematician by trade who often uses programming (C++/Python) as a tool to solve algebraic and geometric problems.

MATH 20 Humor Writing
Cross-listings: ENGL 20
What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the transient nature of adversity can ratchet up the devolving psyche's penchant for explicatio to a catastrophic threshold, thwarting the existential impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation. Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it’s funny.

Stories, essays, plays, fiction, nonfiction, we'll try a little of each. And we'll read some humor, too. Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Bronfman parking lot on the afternoon of March 2, 2017? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a $10 reward.) Plan to meet 6 hours a week, and to spend at least 20 hours a week on the course. No slackers need apply. Produce or becomeproduce. Everyone will submit at least one piece for publication.

Method of evaluation/requirements: 15-20 pages of writing
Prerequisites: sense of humor (broadly interpreted)
Enrollment limit: 15
Selection process: students will submit writing to the instructor for evaluation.
Cost to student: cost of books
Meeting time: mornings
Instructor(s): Colin Adams

MATH 25 Introductory Photography: People and Places in Peru
This is an introductory course in photography with an emphasis on people and places, and in particular travel to Lima, Cusco, and Machu Picchu, in Peru. There will be three assignments and a project to complete and hand in, one each week. Each assignment will consist of a number of images and in some cases maybe prints, to be determined each week, to be shown in class. The final project will consist of a group of slides together with an essay explaining the creative process used in making those images. There will be one main field trip for about eight days in Peru. Students will be introduced to basic photographic principles and to the culture of Lima and Cusco, Peru.

Method of evaluation/requirements: 10-page paper; evaluation will be based on class participation, completion of assignments and the final project; students will be expected to come to all classes but there will be one so-called "sick day" that each participant may take
Prerequisites: none
Enrollment limit: 10
Selection process: based on questionnaire and interview
Cost to student: $4480 ($4065 if students already own an appropriate camera)
Meeting time: TBA
Instructor(s): Cesar Silva; Richards Washburne
In 2010, Mr. Washburne joined the sun and photogrpahic artists who are represented by the sun to moon gallery (www.suntomoon.com) in Dallas. Since then he has worked exclusively as a fine art photographer concentrating on landscapes, abstracts and street shooting.

MATH 30 Senior Project
To be taken by candidates for honors in Mathematics other than by thesis route.

MATH 31 Senior Thesis
To be taken by students registered for Mathematics 493-494.

STAT 10 Data Visualization
Through modern technology, our world is becoming increasingly quantifiable, and it is now easier than ever to collect accurate and timely data from sources of myriad variety. Data visualization provides one means to detect patterns and structure in "big data" which can translate into accessible information to further scientific knowledge and improve decision making. In this course, we will study techniques for creating effective static and interactive data visualizations based on principles of graphic design, visual art, perceptual psychology, and statistics/data science. The class will meet about 6 hours a week for lecture and discussion with two additional meetings for final presentations. In addition to reading assigned texts and participating in class discussions, students will be expected to complete daily data visualizations exercises in R as well as a final group project. Students will be expected to write up their process and present their final visualizations to the class. There are no prerequisites for the class. All academic backgrounds and programming experience are welcome and encouraged. Programming exercises will be tailored to past experience.

Method of evaluation/requirements: participation, programming exercises, and a final project and presentation.
Prerequisites: none
Enrollment limit: 15
Selection process: expressed interest to instructor via email, diversity of backgrounds, and/or chance
Cost to student: $75 plus cost of book(s)
Meeting time: mornings
Instructor(s): Brianna Heggeseth

STAT 12 How (Not?) to Lie with Statistics
Statistical analysis is a lot like a car. It's useful, it can do a lot of damage if you fall asleep at the wheel, and most people don't know the details of how it works but still go along for the ride. This is a course about responsible driving: how to communicate and interpret ideas based on data. We'll explore the choices and challenges involved in collecting, analyzing, visualizing, and explaining data-and the mistakes, accidental or not-so-accidental, that creep into the process. Along the way, we'll learn to recognize misleading and misinterpreted statistics in the real world. Regular class meetings will be focused on discussion. Outside of class, the course will involve readings, working on problems, contributing to discussion boards, and a final project. We will use the free statistical software package R; previous experience with R is not required.

Method of evaluation/requirements: final project; contributions to discussion
Prerequisites: a previous statistics course, either AP or at Williams; or permission of the instructor
Enrollment limit: 20
Selection process: random selection (of course)
Cost to student: cost of book(s)
Meeting time: afternoons
Instructor(s): Laura Tupper

STAT 19 Chess, Speed Chess, Bughouse
This course will present a fast and fun introduction to chess, speed chess, and multi-player variants of classical chess. We'll begin with the rules of chess, and a study of classical openings, theory, checkmates, and endings. These concepts will be practiced through in-class games. We will always make use of chess clocks, limiting a player's total thinking time. Chess clocks are an important part of tournament chess and speed chess, and are critically important in several chess variants we'll explore. This will open up your eyes to the high-paced, social, and extremely fun nature of recreational chess. Students will immensely enjoy learning and playing these variants, and will be surprised at how much fun chess can be. The course will culminate in a series of informal tournaments among the class.

Method of evaluation/requirements: understanding of the rules and basic principles of chess, and participation and performance in class
Prerequisites: none
Enrollment limit: 20
Selection process: a brief statement of your present chess knowledge and experience
Cost to student: $0
Meeting time: mornings
Instructor(s): Daniel Turek

STAT 30 Senior Project
To be taken by candidates for honors in Statistics other than by thesis route.

STAT 31 Senior Project
To be taken by students registered for Statistics 493-494.

MUSIC
MUS 11 Words and Music by Bob Dylan
This course will offer students an opportunity for intensive study of the songs of Bob Dylan as we investigate in detail Dylan's lyrics and their musical setting and performance. Albums receiving particular attention will include The Freewheelin' Bob Dylan, The Times They Are A-Changin', Bringing It All Back Home, Highway 61 Revisited, Blonde on Blonde, Blood on the Tracks, and Love and Theft. Our primary focus will be on the songs themselves on how they were put together and on how we hear them-yet we will also
consider the impact of social and artistic context on their creation. By studying these particular songs, we will develop and refine our abilities to hear and read all forms of words and music. In addition to training our analytic and interpretive skills on Dylan's work, we will also briefly consider figures who influenced Dylan and artists he inspired.

Method of evaluation/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 15

Selection process: preference given to English and Music majors or to applicants with demonstrated successful experience in related courses

Cost to student: $10

Meeting time: mornings

Instructor(s): W. Anthony Sheppard

MUS 18 "Wherefore Art Thou?": Musical Explorations of Shakespeare's Romeo and Juliet

The tale of the star-crossed lovers Romeo and Juliet is surely the Shakespearean story best established in popular culture. Beyond the elements of romance and tragedy which it first brings to mind, the play Romeo and Juliet mixes low comedy, combat, songs, clowns, intrigue, and social commentary. Such a popular play has invited numerous and diverse musical treatments for over two centuries, with composers seizing on various facets of the play according to their times and temperament. We will begin with a reading of the play itself, and then examine various treatments of the narrative including the dramatic symphony by Berlioz; selected scenes from Tchaikovsky's ballet, the ballet by Prokofiev, and the Broadway musical West Side Story by Leonard Bernstein. We will also consider film adaptations of the story, including the 1936 version directed by George Cukor, the 1996 film directed by Baz Luhrmann, and the 2011 animated Gnomeo and Juliet, with special attention to the cinematic use of music. Students should plan on 6 hours per week in class and 20 hours per week outside of class.

Method of evaluation/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 20

Selection process: first-year students and sophomores

Cost to student: $20

Meeting time: mornings

Instructor(s): M. Jennifer Bloxam

MUS 31 Senior Thesis

To be taken by students registered for Music 493-494.

NEUROSCIENCE

NSCI 10 The Neurosciences of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning and the neuroplastic development of highest brain potentials in learners. Topics include the neuroscience of attention, emotion, curiosity, understanding, memory, and the development of strategies to promote successful learning and understanding for learners from early childhood through adulthood. These strategies include the use of project-based learning, development of learners' neural networks of executive functions, and opportunities to transfer learning to novel applications so learners construct memory at the concept level that can be adapted (as facts, technology, jobs, and the world changes) and applied for novel problem solving and creative innovation. Full class will meet 2-3 hours per day for formal, but still interactive, instruction. Instructor will also work with students on their work in this course, and individual assignments for another 2-3 hours/day. Students will have two main projects they can do collaboratively or individually. One will be to select a topic of the neuroscience of learning that interests them and select, read, and evaluate (validity e.g. scientific model; applicability of content to its purpose) and present a research paper. Alternatively, if they are interested in developing their research review into another publication, they can choose to be guided to write it as a blog for edupedia, NBC education nation, or other outlets through the instructor's position as staff expert and their network of collaborators. The other public project will be to create and teach (fellow participants) a lesson that incorporates strategies they learn and develop, based on the neuroscience of learning, about the topics they select for their focus paper.

Method of evaluation/requirements: 10-page paper, final project

Prerequisites: none

Enrollment limit: 20

Selection process: priority to upper grades as it can be offered annually

Cost to student: $0

Meeting time: mornings

Instructor(s): Judy Willis '71

Dr. Judy Willis combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written seven books and more than 100 articles for professional journals applying neuroscience research to teaching strategies. She is on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara. Dr. Willis travels nationally and internationally.

NSCI 31 Senior Thesis

To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 11 Philosophy of Chess

Chess is one of the noblest and most fascinating of human endeavors. We will examine chess in many of its facets: its history, philosophy and literature. We will look at the art of chess and the art that chess has inspired. Above all, we will work together on improving our playing skills: we will study chess openings, middle games and endgames, and engage in continual tournament play.

Method of evaluation/requirements: analysis of a selected game; evaluation will be based on class participation and problem assignments
PHIL 14 Yoga and a Grounded Life
"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and 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 2-hour classes that will meet 4 or 5 days a week. In addition, students will read and discuss portions of the Yoga Sutras and several different commentaries, such as those of BKS Iyengar (Light on the Yoga Sutras) and Chip Hartranft (The Yoga Sutra of Patanjali). Attendance at all classes is required. Missed classes must be made up at the Winter Studio, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to submit journal entries on their impressions, and to participate in class discussions of the readings. For final credit, students must write a 5-10 page paper on a theme of their choice relating to class material.

Method of evaluation/requirements: 10-page paper; 2- to 3-page paper; participation

Prerequisites: no acute physical injuries; no previous yoga experience required

Enrollment limit: 14
Selection process: at instructor's discretion after consultation with students

Cost to student: $65

Meeting time: mornings

Instructor(s): Anne O'Connor '86

Anne O'Connor is a certified Iyengar yoga teacher who has been practicing yoga for about 20 years. She is also a freelance editor and is currently serving her fourth year on the Board of Selectmen. She is active in environmental and social justice advocacy, particularly at the local and state level.

PHIL 31 Senior Thesis
To be taken by students registered for Philosophy 493-494.

PHYSICS

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. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project.

Method of evaluation/requirements: final project; evaluation will be based on participation, effort, and development

Prerequisites: none

Enrollment limit: 18
Selection process: by seniority

Cost to student: $9

Meeting time: mornings

Instructor(s): Stella Ehrich Brownstein;

Stella Ehrich is a professional painter whose work includes portraits, still life, and abstract interiors. She studied for seven years at Studio Simi in Florence, where she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

PHYS 13 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 will write a 10-page paper.

Method of evaluation/requirements: final project or 10 page paper

Prerequisites: MATH 140 or equivalent calculus; no prior experience with electronic circuits is assumed

Enrollment limit: 16
Selection process: priority will be given to seniors first, first-year's last

Cost to student: $60

Meeting time: afternoons

Instructor(s): Catherine Kealhofer; Jason Mativi

Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

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 complete several kinds of hands-on experiments 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 1 afternoon each 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. Attendance at lectures and laboratory is required.

Method of evaluation/requirements: will consist of several kinds of homework assignments, completion of 4 laboratory exercises, and a holography laboratory project (approved by the instructor) with either a poster presentation to the class or a written paper. Attendance at all classes and labs is required for a passing grade

Prerequisites: none

Enrollment limit: 30
Selection process: preference to students with no physics above Physics 103; then seniors, juniors, sophomores and first-years

Cost to student: $50

Meeting time: morning lectures, with labs in the afternoon

Instructor(s): David Tucker-Smith; Kevin Forkey

PHYS 20 Loop d' Loop d' Loop d' Loop...

Cross-listings: 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 your voice 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; I have students do these kinds of loops and repeat them and eventually your words are smoothed out 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, and read their way to a new understanding of sound and recursion.

Method of evaluation/requirements: final Midpoint project

Prerequisites: none

Enrollment limit: 20

Selection process: seniority

Cost to student: $25

Meeting time: mornings

Instructor(s): Daniel Fox

Daniel Fox is a composer and a mathematician based in New York City. His writing has appeared in Hyperallergic, VAN Magazine, Title Magazine, Perspectives of New Music, and Transactions of the American Mathematical Society. His compositions have been performed by Either/Or, the Momenta Quartet, Miranda Cuckson, and Contemporaneous. His musical interests revolve around materiality. His website is thoughtsbodefinite.com.

PHYS 51 Senior Thesis
To be taken by students registered for Physics 493-494.

POLITICAL ECONOMY

POEC 23 Investing

This class is designed to provide students with an overview of investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams' $24 billion endowment. Through presentations, discussion, readings, 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. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income.

Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (expectation that work will take approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, juniors, and seniors.

Method of evaluation/requirements: final project

Prerequisites: none

Enrollment limit: 8

Selection process: if overenrolled, students will be selected via phone interviews

Cost to student: cost of book(s)

Meeting time: mornings

Instructor(s): Abigail Wattley '05

Ms. Wattley serves as a Managing Director in the Williams College Investment Office in Boston. Prior to joining the Investment Office in 2007, Ms. Wattley served as a Consulting Associate at Cambridge Associates, an investment consulting firm. She holds a BA in economics from Williams College and an MBA from the Harvard Business School.

POEC 31 Honors Thesis
To be taken by students registered for Political Economy 493.
to overthrow, to inspire one's protest seeks to reveal the weaknesses of the regime participants seek to use more than simply how to survive; it also teaches us how to physically conflict in one or another aspect of our lives. As a martial art, Aikido teaches energ—midst of chaos. As such, it addresses situations of conflict that manifest and grappling with the philosophical desire to forge a path of harmony in the—enlightenment or provoking, or bringing pleasure to those who read what you write. Method of evaluation/requirements: 10-page final writing assignment plus regular short exercises Prerequisites: none Enrollment limit: 12 Selection process: random Cost to student: $35 plus the cost of book(s)

Meeting time: mornings Instructor(s): Mark Reinhardt

PSCI 14 The CIA and the Politics of Intelligence Cross-listings: 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 should be gathered, and the 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. Some of the class will be placed on the personal experiences of those who have served in the Agency.

Method of evaluation/requirements: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content.

Prerequisites: none Enrollment limit: 20 Selection process: preference to PSCI and LEAD students

Cost to student: $175

Meeting time: afternoons

Instructor(s): Donald Gregg ’51

Donald Gregg served in the CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 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 Cinema and Politics in Mexico

With the international prominence of Mexican directors such as Guillermo del Toro, Alfonso Cuarón, and Alejandro González Iñárritu, Mexican cinema has attracted new attention and respect. But historically, the country's films have also provided an indispensable window into Mexico's history, politics, and self-image. This course offers a survey of Mexican film from the 1930's to the present, with an emphasis on the so-called "Golden Age" (c. 1936-58) epic dramas and comedies. Method of evaluation/requirements: 10-page paper Prerequisites: None, but a good knowledge of Spanish is a plus

Enrollment limit: 20 Selection process: by commitment and Spanish fluency

Cost to student: $20 plus cost of book(s)

Meeting time: mornings

Instructor(s): James Mahon

PSCI 16 So You Say You Want a Revolution...: Aikido and The Art of Nonviolent Protest

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 or emotionally. Aikido also offers insight into how to redirect the energies—social, political, or psychological—that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the art that also offers insight into how to redirect the light that can drive out darkness and the love that can drive out hate. Nonviolent political protest seeks to reveal the weaknesses of the regime participants seek to overthrow, to inspire one's dedicated allies, to undercut one's committed enemies, and to persuade the undecided in a context where, typically, use of force is not an option. A disciplined commitment to nonviolence is not easy to maintain in the face of often violent repression, but serves to help the watching world understand that the nonviolent movement is operating on a higher moral plane than the oppressive regime, and more than anything else, this is what eventually changes hearts and minds. The physical training (10am-noon each weekday morning) will improve each student's strength, flexibility, and coordination. Everyone will also learn how to throw friends twice their size 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 and philosophical desire to forge a path of harmony in the midst of chaos. As such, it addresses situations of conflict that manifest and grappling with the philosophical desire to forge a path of harmony in the—enlightenment or provoking, or bringing pleasure to those who read what you write. Method of evaluation/requirements: 10-page final writing assignment plus regular short exercises Prerequisites: none Enrollment limit: 12 Selection process: random Cost to student: $35 plus the cost of book(s)

Meeting time: mornings

Instructor(s): Mark Reinhardt

PSCI 17 When Politics Worked

The WSC will examine the relationship between two political adversaries, President Ronald Reagan and Speaker of The House Tip O'Neill. Reagan entered office in 1981 as the outsider who was committed to bringing change to Washington. He knew that as an outsider it would not be easy to change the existing political culture as he would be facing opposition from Washington’s number one insider, Tip O'Neill. To the surprise of many, these two strong willed leaders were able to develop a working relationship which was remarkable given the ideological differences between the two. Despite their deep philosophical differences they were able to get things done. Will their disagreements were often contentious, they made a commitment to be civil and respect each other. Through Reagan and O’Neill often locked horns, they never allowed their disagreements to become personal. Both proved to be skilled politicians who always did what was best for America and not for political motives. Many believe that they set the gold standard for how politics should conducted. Chris Mathews in his book, Tip and The Gipper, referred to the Reagan and O'Neill era as a time when politics worked. The political culture in Washington has changed a great deal in the past 35 years ago. Compromise has been replaced with gridlock. The class will analyze today’s political culture with that of the Reagan and O'Neill era. Students will engage with how the physical training resonates with the tactical practices and philosophical desire to forge a path of harmony in the midst of chaos. As such, it addresses situations of conflict that manifest and grappling with the philosophical desire to forge a path of harmony in the—enlightenment or provoking, or bringing pleasure to those who read what you write. Method of evaluation/requirements: participation, presentations, and final project 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 Selection process: instructor provided survey Cost to student: $175 plus cost of book(s)

Meeting time: mornings, 10-12 M-F, and smaller group academic sessions 1:00-2:30 once or twice a week

Instructor(s): Robert Kent ’84

Robert Kent ’84 spent 3 years in Kyoto, Japan earning his first degree black belt, directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), is President of Aiki Extensions, Inc., and founder of The PeaceCamp Initiative. He earned a Master’s degree in Theology in 1993 at Claremont Graduate School in California writing his thesis on the Ethics of Authenticity. This is the twelfth year he’s offered a Winter Study class.

PSCI 18 War Games

Games and simulations have been used for centuries in training officers to lead combat. They are used frequently in the professional development of foreign affairs and intelligence officials. And they are used in IR courses to help students analyze and understand international politics across a wide array of interactions. This course explores the educational value of games in the study of international relations. Students in this course will spend the bulk of their time playing games. We will play traditional board-based war games,
class on discussions of Santa Ana, and the processes of legal and nonlegal advocacy on the local, state, national, and international levels. The students must submit a 10-page paper and a final project at the end of the course, which can be a research paper, a policy brief, or a legal memo. Students are encouraged to participate in legal clinics or to work with legal organizations in the community. The course is offered by the School of Law and is open to students from all disciplines.

Cost to student: $120

Meeting time: mornings or afternoons, twice a week for three hours

Enrollment limit: 15

Prerequisites: none

SPEC 20 Food Culture of the Berkshires

This course will examine the history, culture, and politics of food in the Berkshire region. Students will engage in discussions and readings on the role of food in shaping identity, community, and political movements. The course will include field trips to local restaurants, farms, and community gardens, as well as visits to local food banks and community kitchens. Students will write a 10-page paper and a final project at the end of the course. The course is offered by the Department of Anthropology and is open to students from all disciplines.

Cost to student: $120

Meeting time: mornings, twice a week for three hours

Enrollment limit: 15

Prerequisites: none
PSCI 32 Individual Project
To be taken by students registered for Political Science 495 or 496.

PSYCHOLOGY
PSVC 10 Applied Sport and Performance Psychology
This course will introduce theoretical framework and the application of psychological skills for performance in variety of settings including (but not limited to) athletics, theatre, and music. Topics include: motivation, goal setting, perseverance, visualization, learning mindset, confidence and mindfulness. The class will meet three times a week for two hours and students are expected to complete the assigned readings for each class and be ready to discuss, with examples. Additionally, students will prepare a 10 minutes presentation and deliver in class. Finally, students will write a 10-page paper on a topic decided on with course instructor.

Method of evaluation/requirements: 10-page paper; presentation
Prerequisites: none
Enrollment limit: 25
Selection process: preference given to psychology, theatre, and music majors
Cost to student: cost of book(s)
Meeting time: mornings, three times a week for two hours
Instructor(s): Tomas Adalsteinsson; Steven Fein

PSYC 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 we can make the 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 how destructive it can be to ignore your interests and their needs. This course will culminate by writing and presenting life plans that couple your life story and your values. Students will consider how important choosing a fitting romantic partner is, how they balance personal and career goals, and how destructive it can be to ignore your interests and their needs. This course will culminate by writing and presenting life plans that couple your life story and your values.

Method of evaluation/requirements: 10-page paper
Prerequisites: none
Enrollment limit: 20
Selection process: letter of interest
Cost to student: cost of book(s)
Meeting time: mornings
Instructor(s): Ben Johnson '91

Dr. Johnson is a clinical psychologist and Director of RICBT, a large cognitive-behavioral therapy and coaching practice in Rhode Island. He is also Clinical Associate Professor at Brown University where he teaches psychotherapy. In his clinical practice, he helps people find career directions that feel authentic and inspiring and helps clients understand, own, and transform their life stories. 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 Drining 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 the scientific facts about alcohol, including how it gets metabolized in the body differently in men and 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 our experts: regularly drinking students from the Core Institute and the Harvard School of Public Health Alcohol study.

Method of evaluation/requirements: in-class participation, a 5-page paper outlining and rationalizing the final project, and a final presentation aimed at educating peers
Prerequisites: none
Enrollment limit: 15
Selection process: permission of instructor
Cost to student: $10 plus cost of book(s)
Meeting time: afternoons
Instructor(s): Kathy Niemeyer

Kathy holds an M.A. in Counseling Psychology from Boston College and is an LMHC with current private practices in Williamstown and Pittsfield. She has worked in the Fitchburg State and Stonehill College Counseling Centers and was also the AOD Prev. Program Coordinator at Stonehill. She taught a semester-long Alcohol and Other Drugs course at Boston College and is a regular guest lecturer at Williams.

PSYC 14 JA SelCom: A Case Study in Selection Processes
This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Method of evaluation/requirements: evaluation will be based upon attendance and a 10-page paper that analyzes and researches a selection process
Prerequisites: none
Enrollment limit: 25
Selection process: preference given to sophomores and admission is based on quality of the application
Cost to student: $0
Meeting time: this is an extremely time intensive class; we will meet mornings and afternoons every day
Instructor(s): Dave Johnson '71

Dave Johnson is the Associate Dean of the College and the Dean of First Year Students at Williams College. He is intimately involved with the JA system and is an alum of Williams having graduated in 1971.

PSYC 15 Ephquilts: An Introduction to Traditional Quilting
This studio course will lead the student through various piecing, appliquéd and quilting styles and techniques, with some non-traditional methods included. The course will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Unger Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Craft: The Amish and Their Quilts by John Ginger; a People and Their Craft: The Amish and Their Quilts by Phyllis Haders; A People and Their Craft: The Amish and Their Quilts by John Ginger. The Quilts: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.

Method of evaluation/requirements: 5-page paper; final project; formal public exhibit
Prerequisites: none
Enrollment limit: 25
Selection process: seniors, juniors, sophomores, first-years
Cost to student: $250
Meeting time: afternoons
Instructor(s): Debra Rogers-Gillig

Gillig, one of the top quilters in New England, has been quilting for over 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

PSYC 16 Self Compassion: The Benefits and Challenges
Ever put yourself down when things aren't going well? Offering yourself self-compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, relationships, and performance. You will develop the practice skills between classes, do some reading, and reflect on your experiences.

Method of evaluation/requirements: weekly 2- to 3-page paper
Prerequisites: none
Enrollment limit: 18
Selection process: random
Cost to student: $10
Meeting time: afternoons
Instructor(s): Becky Crane

I am a licensed independent clinical social worker and have worked in Psychological Counseling Services at Williams since 2014. I have lived in the Berkshires for 34 years and have 3 adult children. I frequently encourage self-compassion in my work with students.

PSYC 19 Violent Crime: Myths and Realities
Television, movies, and video games bombard us with fictional depictions of violent crime and the consequences of victims' responses. But what is violent crime really like? What do we know about different types of violent criminals?
How does predatory violence differ from social violence? What are the most effective ways to avoid and deter violent crime? If you do become a victim, what are the most effective ways to avoid injury? Should you resist? If so, how? In this course we will read and discuss theories of crime and criminals, research using data from sources such as the National Crime Victimization Survey, and expert opinion on matters for personal safety and self-defense.

Method of evaluation/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 30

Selection process: seniority

Cost to student: cost of book(s)

Meeting time: mornings

Instructor(s): Kris Kirby

**PSYC 21 Psychology Internships**

Wu would you like to apply psychological knowledge in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor or the Wellness Office on how to 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 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/requirements: 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: None. Approval by Catherine Stroud is required

Enrollment limit: 20

Selection process: random

Cost to student: $0

Meeting time: by appointment

Instructor(s): Catherine Stroud

**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 in addition, students should discuss with faculty what the weekly time requirements will be.

Method of evaluation/requirements: 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

Prerequisites: permission of instructor

Enrollment limit: limited to space available in faculty research labs

Selection process: students will be based on evaluation of departmental application and number of faculty available as mentors

Cost to student: $0

Meeting time: determined by faculty

Instructor(s): Nate Kornell

**PSYC 23 Gaudino Fellowship: Immersive Engagement and Reflection**

Cross-listings: PHLH 23

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study 2017, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects, which have two main components: direct encounter with others and 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 responsibility in terms of separate home-stay sessions for each Volunteer(s) 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 PSYC, projects are not limited to psychology. Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group project proposal to the Gaudino Fellow coordinator and the Gaudino Scholar. The Gaudino Fund 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 a 8-10 page paper by the end of the course reflecting on their WSP 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 Fellowship redesign. 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/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 10

Selection process: on the basis of their proposals

Cost to student: $0

Meeting time: TBA

Instructor(s): Susan Engel; Lois Banta

**PSYC 25 Eye Care and Culture in Nicaragua**

Cross-listings: PHLH 25

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students-in-conjunction with three optometrists who volunteer their time for the trip-will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be expected to attend organizational and training meetings and complete a number of relevant readings prior to the trip.

Method of evaluation/requirements: final project

Prerequisites: none

Enrollment limit: 12

Selection process: students will submit applications indicating why they want to take the course. It is important to have some students who are fluent in Spanish

Cost to student: $3800

Meeting time: TBA

Instructor(s): Laura Smalarz; Elise Habr

**PSYC 31 Senior Thesis**

To be taken by students registered for Psychology 493-494.

Method of evaluation/requirements: determined by faculty

Prerequisites: PSYC 493 or NSCI 493

Enrollment limit: depends on number of thesis students

Selection process: all will be enrolled

Cost to student: $0

Meeting time: determined by faculty

Instructor(s): Ken Savitsky

**PUBLIC HEALTH**

**PHLH 15 The Human Side of Medicine**

In today's health care atmosphere of physician accountability, advanced medical technology and evidence-based diagnosis, the "human side" of medical practice and health care delivery are often minimized or even disregarded. Medical schools now passionately debate how, whether or when to emphasize this more interpersonal aspect of patient treatment within their curriculums. Yet research shows that the combination of both a patient centered approach as well as physician technical proficiency offer several substantial benefits. These include better diagnosis and treatment; improved patient compliance and satisfaction; and increased physician professional satisfaction combined with course objectives provide a unique opportunity to understand the complexities of the doctor-patient relationship, to learn the personal skills of self-reflection and providing empathy, and to grapple with a profession undergoing great change.

Method of evaluation/requirements: final individual or group project which includes a 6-page paper; two reaction papers (2-3 pages); class presentation; active class discussion/engagement expected

Prerequisites: none

Enrollment limit: 12

Selection process: priority to juniors and seniors; priority to pre-med and public health students

Cost to student: $65 plus cost of book(s)

Meeting time: mornings, TWR, 10 a.m.-noon and possibly a few evening meetings

Instructor(s): Sandra Goodbody

Sandra Goodbody, MSW is a psychotherapist with many years' experience in private practice. She is on the clinical faculty at George Washington School of Medicine where she teaches. She previously worked at both the Institute of Medicine and at Catholic University School of Social Work.

**PHLH 16 Addiction Studies and Diagnostics**

The goal of this class 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. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. I expect an active discussion in class on Jan. 22nd with invested members of the local community. Finally, an extensive annexe, web bibliography and oral presentation will be presented in groups at the end of the course.
Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 20
Selection process: instructor permission
Cost to student: cost of book(s)
Meeting time: 7-9:30 pm, two evenings each week
Instructor(s): Rick Berger

I am Rick Berger, M.Ed., MA-C, & CAGS and have 30 years' experience in recovery from alcoholism, starting as an undergraduate. I presently work at UMass Amherst as a flow coach and work as a therapist at rehab clinic Swift River in Cummington, MA. I have taught this Winter Study course at Williams for seven years. I also taught at Kansai Gaidai U in Osaka and spent a dozen years living in either Japan or South Korea.

RELIGION

REL 12 Zen Buddhism—Study and Practice

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 in pursuit of life. This course will teach students how to find 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 tien (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 and the meditation methods practiced are designed to help students make contact with the foundation of life itself, something greatly facilitated by shifting one's attention or consciousness to the tanden. As Matja B., 15, said in his discussion prompt for the Buddhist Meditation, "It is necessary to study and it is necessary to practice. There is no way around it." This course is based on the understanding he described so well. Ideally, the class will have at least 4 and no more than 15 attendees. We shall meet each day from Monday through Friday from 9am to noon. The first week of class will be followed by at least 20 minute periods of zazen (meditation). Both koan study and sutra study will take place. Three koans a week will be examined carefully and discussed. Zen Comments on the Munomon by Zenki Shobayama will be the main text. The students will be asked to write a paragraph or two expressing their sense of the koan. Sutra study will focus on The Diamond Sutra, one of the classic texts favored by the zen school. Periods of zazen will take place during and after the study sections. Other course materials will provide exposure to such influential teachers as D.T. Suzuki, Yasutani Roshi, and Red Pine. The students will keep a journal in which they will document their experiences and reflections as they study and practice shifting the center of consciousness to the tanden. At the end of the month they will write a one to two page paper expressing their final thoughts on their experience. The climax of this course will be a two day retreat in the style of a traditional Japanese sesshin. At some suitable location, the students will follow a sesshin schedule from 5am - 9pm. The retreat will be a silent one and will feature listening to an actual talk given on such a retreat by my teacher, Joshu Sasaki, Roshi. Students will be able to provide feedback and suggest program implementations as the course proceeds.

Method of evaluation/requirements: 2-3 page paper
Prerequisites: none
Enrollment limit: 15
Selection process: by submitting a paragraph describing their reasons for wanting to take this course
Cost to student: $90 plus cost of book(s)
Meeting time: mornings
Instructor(s): James Gordon '62

After graduating from Williams College in 1962, Dr. James Gordon went on to Harvard Medical School. His 36 years as a practicing physician included a few years as an internist followed by many years as a consultation psychiatrist working in general hospitals with a focus on seriously and terminally ill patients. His Zen training began in 1970 and has been continued vigorously for 45 years, 7 studying with Soen Nakagawa, Roshi, and 38 studying with Joshu Sasaki, Roshi. In 2001, he was ordained as a Buddhist monk. This long intense training allows him to provide the students with an authentic practice opportunity.

REL 13 Religion in Popular Culture

Religion continues to be a pervasive subject in popular culture in the US. Countless TV shows, movies, novels, and magazines explore religious themes, both directly and indirectly. This course will constitute an in-depth exploration into the ways in which religion is presented in this material, and what this tells us about popular conceptions of religion in American society. We will primarily be examining a variety of case-studies in detail, including TV shows, films, music, novels, and magazines. We will be addressing the intersection of a number of themes, such as individualism and group belonging, consumer capitalism, morality and spirituality, belief in the supernatural and scientific skepticism, and the role of religion in American politics. Students will be required to purchase a collection of poems, and students will be evaluated on the basis of the way they study and practice the supervenience of sound, rhythm, and contemplation both individually and in small groups. The aim is to gain a foothold for being present to your life so you can make the most of it.

Method of evaluation/requirements: weekly reflective journals are revised to form the culminating 10-page paper; a day-long field trip to Kripalu Yoga Center is required
Prerequisites: none
Enrollment limit: 12
Selection process: email explaining reasons for interest in the course to njudson@williams.edu
Cost to student: $290
Meeting time: afternoons
Instructor(s): Natasha "Tasha" Judson

Natasha "Tasha" Judson M.Ed. directs and teaches yoga and meditation at Tasha Yoga on Spring St. in Williamstown. Her yoga classes combine breath-based movement, mindful alignment within poses, and intelligent sequencing to engage our practices with greater appreciation. She is a certified Anusara Yoga teacher and practices Iyengar Yoga regularly. Her meditation instruction comes from Tibetan, Vipassana, and non-dual Saita traditions.

REL 17 How to Write Auto-Fiction

Cross-listings: ENGL 17

You glanced eagerly over the course descriptions, looking for something that would allow you to finally, at last, with the ridiculous assumption that you could suddenly write like someone else. "Fiction" and "Non-Fiction" had intrinsically established identities and clear boundaries. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? You wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshoped by your peers, revised, and resubmitted. You would be expected to write a piece every week, and you could not be late in submitting your work. You would be expected to register and understand those experiences. In this course we practice yoga conjoins cultivating our capacity to engage our practices with greater appreciation. You would work with us to register and understand those experiences. In this course we practice yoga postures and meditation, increasing our mindful awareness of embodied life. Without a theoretical framework, however, those experiences are unlikely to last. In this course we will study and sometimes challenge explanations of how we can engage our practices with greater appreciation. The synergy of experience and understanding empowers you to take better care of yourself. In addition to the regular writing and feedback sessions, students will be required to memorize a poem by Ginsberg, writing a "stream of consciousness" reflection
on Ginsberg's poetry, recording one of Ginsberg's poems with specially chosen music or video, or writing a more traditional paper that is about ten pages long.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 30
Selection process: seniors will be given priority
Cost to student: cost of book(s)
Meeting time: afternoons, 1-3pm on Tuesdays, Wednesdays, and Thursdays
Instructor(s): Jeffrey Israel

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(s): Jason Josephson

ROMANCE LANGUAGES
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 time: mornings; 9-9:50 a.m.
Instructor(s): TBA (Teaching Associates)

RLFR 10 Fictions of Domestcity
Cross-listings: GER 10
We visit an author's home in search of a connection to the origin of their writing: here's the site from which a novel or poem sprang. Museums dedicated to authors' homes feed this fantasy, that in looking at Melville's desk (complete with glasses) or at the room where Dickens dwelled, one is even closer to them than in their words. However, as we will explore in the course, far from an unmediated visit to the source of genius, museums of author's homes construct narratives of their own about authorship, art, even about the value of daily life. We will explore the question of how museum tales told about home correspond with how writers themselves shaped conceptions of domestic space. We will visit the homes of, and read works by, Herman Melville, Emily Dickinson, Mark Twain, and Harriet Beecher Stowe.

Method of evaluation/requirements: 10-page paper
Prerequisites: none
Enrollment limit: 10
Selection process: if course is overenrolled, we will ask for one page statements that explain interest in the course
Cost to student: $142
Meeting time: afternoons; there will be three field trips
Instructor(s): Kashia Pieprzak; Helga Druxes

RLFR 13 Creative Portraiture in the Darkroom
Cross-listings: ARTS 13
In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839) still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition.

Method of evaluation/requirements: 2- to 3-page paper; formal public exhibit
Prerequisites: knowledge of black and white analog photography is preferred but not required
Enrollment limit: 10
Selection process: Art major and minors then random
Cost to student: $120
Meeting time: mornings
Instructor(s): Daniel Goudrouffe

RLFR 14 By Foot: Walking As Method and Experience
Cross-listings: COMP 14
This is a course about walking and its relation to thinking, writing, and art. It combines discussion and analysis with audiovisual art making, and animates these practices through weekly outings in Berkshire County. We will investigate walking as a critical, artistic, and contemplative method, as well as an embodied experience inseparable from social relationships, identities, time, and place. Discussion will be informed by writers as well as artists, among them, Baudelaire, Debord, Fulton, Thoreau, Oliveros, Poe, Rousseau, Varda, and Wordsworth. Issues include: walking as choice, necessity, and performance; walking as aesthetic practice (fänklerie, soundwalking, psychogeography); ability, mobility, and the creative process. Evaluation will be based on participation, the completion of three creative assignments, documented and posted on the course blog. At the end of the course, students will present a final 10-page essay, or a final artistic or documentary project.

Method of evaluation/requirements: 10-page paper; final project
Prerequisites: none; all are welcome
Enrollment limit: 15
Selection process: preference given to French majors and certificate students
Cost to student: $50
Meeting time: afternoons
Instructor(s): Annelle Curula; Matthew Anderson

Matt 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; Tumma Theatre, Tel Aviv, Israel; and Festival Ecuatoriano de Musica Contemporanea,quito, Ecuador.

RLFR 18 Rue Cases-Nègres, Landmark Film
Cross-listings: Africana, COMP
This course focuses on Euzhan Palcy's French Caribbean film Rue cases-nègres (1983) and the classic novel from which it was adapted, Joseph Zobel's La rue cases-nègres (1950), and the different ways in which this film can be interpreted. A landmark film from Martinique now considered a classic in world cinemas, Rue cases-nègres introduced audiences around the world to colonial life in the French Caribbean in the 1930s from an insider's perspective. Students will view most films and complete creative assignments outside of class. Discussion will be informed by scholarly readings, TV archives, and documentaries.

Method of evaluation/requirements: short presentations, in class participation, analysis of film elements, three response papers, and the successful completion of final creative project: a video essay
Prerequisites: RLFR 105
Enrollment limit: 15
Selection process: preference to Africana Studies concentrators, Comparative Literature and French majors, and then random
Cost to student: $10 plus cost of book(s)
Meeting time: mornings, twice a week for three hours
Instructor(s): Sophie Saint-Just

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 time: mornings; 9-9:50 a.m.
Instructor(s): Nicastro

SPANISH
RLSP S.P. Sustaining Program for Spanish 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 time: mornings; 9-9:50 a.m.
Instructor(s): TBA (Teaching Associates)

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 493-494.

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 time: mornings; 9-9:50 a.m.
Instructor(s): TBA

RUSS 16 Russian Spies in DC: FX's "The Americans"
From the beginning of the Cold War to the present, the presence of Russian intelligence operatives in the nation's capital has been the subject of fascination and speculation. In this course, we will examine the FX channel's series The Americans, in light of both the popular imaginary about Russian
spies in the United States and the actual history of intelligence wars in Washington. How does the series represent the lives of Russian political and intelligence operatives during the Reagan presidency, and how does it interpret the larger events of the Cold War in its final decade? Readings will draw from accounts on both sides of the Cold War, focusing on signature developments such as the revelation from the Soviet Union, the covert biological weapons programs, and Soviet attempts to build relations with progressive movements in the United States.

Method of evaluation/requirements: class participation and presentations, final 10-page essay
Prerequisites: none
Enrollment limit: 20
Selection process: through a wait list
Cost to student: cost of book(s) and reading packet
Meeting time: mornings
Instructor(s): Alexzandar Mihai

RUSS 25 Williams in Georgia
Cross-listings: ANSO 25/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 Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about international relations at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the ancient eleventh-century Cathedral of Sts. Taktakvili and the twelfth-centurySimon 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/requirements: 10-page paper OR a 3-minute video and short paper about their internship experience
Prerequisites: none. Knowledge of Russian or Georgian is not required
Enrollment limit: 8
Selection process: interested students must attend an informational meeting and submit a short essay about their interest in the course
Cost to student: $2670
Meeting time: TBA
Instructor(s): Olga Shevchenko; Julie Cassiday

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 12 Careers in Arts Management and Producing Models
This class will serve as an introduction to the many career options “behind the scenes” in the arts and entertainment industry. Students will get an overview of the daily roles & responsibilities within Producing, Management, and Administration in fields such as live theater, dance, music, film/television and visual arts, primarily delving into not-for-profit organizations and independent producers in New York City. Coursework will include budgeting of income and expenses, fundraising, marketing and promotion, production management, curation, and business strategies across a variety of disciplines. We’ll discuss organizational structures, career trajectories, and the staff positions that support arts production in this saturated market, with a particular focus on contemporary multi-disciplinary theater, including the ever evolving relationships between the theatrical unions, artists, and their employers. As an example, we’ll chart the course of Line Producing one new play from the earliest stages of its artistic development through its New York premiere and beyond, considering the process from multiple angles and highlighting the myriad of relevant skills required to launch a piece of art or entertainment. The group will take one trip to New York City to meet with experts in the field, learn about their roles and responsibilities, and attend live shows at venues and festivals such as Under The Radar at the Public Theater, COIL at PS122, RedCAT (Los Angeles), American Realness (dance), and/or gallery visits, with opportunities to meet the curators, producers, and staff responsible for supporting and executing the vision of the artists. As a final project, each student will prepare a theoretical plan to produce a piece of their own curation, complete with contracts, timelines, venue selection, expenses, budget, revenue projections, fundraising plans, marketing and media plans, and analysis of the target audience.

Method of evaluation/requirements: 2- to 3-page paper; final project
Prerequisites: none
Enrollment limit: 12
Selection process: preference to Theater and Art majors or students involved in the Dance Program
Cost to student: $163
Meeting time: mornings, afternoons
Instructor(s): Casey York '10

Casey York is a Broadway Producer and Arts Administrator. Currently the General Manager of NYC's new work incubator Ars Nova, she supports the development and production of music, comedy and theater artists in the earliest stages of their professional careers. She previously served as the Associate General Manager of Off-Broadway's Playwrights Horizons, and completed New York Foundation for the Arts' Emerging Arts Leaders' Boot Camp program. She is a proud alum of Williams College.

THEA 17 Physical Storytelling
Cross-listings: DANC 17/MUS 17
This studio course will function as a laboratory for developing the basic skills in stage movement and physical storytelling. Students will develop short physical narratives in which they will invent their own characters and situations, as well as to discover potential similarities and resonances between them. The primary form for material will be short sequences, or ‘sketches’, created fisically by each student in response to his or her text. In presentation, the student will be asked perform the sketch, then to repeat it as precisely as possible. We will thereby deepen our capacity for clarity of gesture and movement. This will help us to develop our specificity as character, firstly through becoming our ability to perform our movements as performers to maintain emotion and intensity. By the end of the course, we will have collectively transformed, combined and condensed the original sketches into pieces ready for performance. Students will be expected to contribute substantial creative material and to the projects of their peers through the material as well as detailed critiques and sensitive improvised responses. At the end, students will show in a open doors day, the result of the course. Outside-of-class work could include film viewing, practice, developing ideas during the studio.

Method of evaluation/requirements: 2- to 3-page paper; final project or performance; debrief conversation
Prerequisites: interested in being fiscally engage and work body movements
Enrollment limit: 17
Selection process: in case of over enrollment, priority will be given to Theatre and Dance majors, and to students with demonstrated commitment to performance work; it will be possible to arrange short video interviews.
Cost to student: $163
Meeting time: Monday through Friday, 4 hours per day
Instructor(s): Jorge Puerta Armenta

BIRTHPLACE: Bogotá, Colombia. TRAINING: National Centre for Contemporary Dance (CNDN Angers/France) AFFILIATIONS: 1996-97 Folkwang Dance Studio, Essen/Germany. From 1997-2014 was permanent ensemble member of Wuppertal Tanztheater Pina Bausch, where he continues to guest as a dancer. L'HER INFO: he has created Dance-theater pieces and dance installations shown in Europe and South America and assisted Theater directors Omar Sangare (Williams College) and Tim Etchelles (Forced Entertainment/UK).

THEA 32 Senior Honors Thesis
See description of Degree with Honors in Theatre.

WOMEN’S, GENDER AND SEXUALITY STUDIES
WGSS 18 "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response
Cross-listings: PHLH 18
Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Some outside of class work in the form of film viewing and attendance at talks.

Method of evaluation/requirements: 10-page final paper, along with Glow reflections
Prerequisites: none
Enrollment limit: 25
Selection process: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores
Cost to student: $10
Meeting time: mornings, 3 days per week for 2 hours
Instructor(s): Meg Bossong

Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.
WGSS 31 Honors Project
See description of Degree with Honors in Women’s, Gender and Sexuality Studies.

SPECIALS

SPEC 10 Peer Support Training
Are you the person your friends turn to for support? Good listening and communication skills are of benefit to everyone, but particularly for student leaders and those interested in the helping professions. This course will prepare students to be more effective listeners and a more effective, confident communicator. You will learn to help others feel more at ease with social, academic, and personal relationships as well as to provide support in more charged, personal or urgent situations. You will learn to communicate skillfully about sensitive issues. By finding your own style in helping others, emphasis will be given to learning one’s limits and authority within a given situation, knowing when and how to refer to other resources, and many resources available to students. Besides improving self-knowledge and interpersonal self-confidence, students have found this training applicable to subsequent leadership roles (JAs or HCs). This is an experiential training augmented by relevant readings and out of class assignments designed to deepen your understanding and practice of communication and helping skills.

Method of evaluation/requirements: 10-page paper
Prerequisites: none
Enrollment limit: 21
Selection process: reverse seniority by class year
Cost to student: $0
Meeting time: afternoons, twice a week for 3 hour sessions
Instructor(s): Karen Thelling, Laini Sporbert
Karen Thelling is a staff psychotherapist at Psych Services in the Health Center at Williams College, where she has enjoyed supporting Williams students for many years. Teaching active listening, communication and relationship skills is a particular passion. Laini Sporbert is a Health Educator at Williams College. She is widely known for her work with Peer Health, health education promotions campus-wide, and for her work with substance abuse on campus.

SPEC 11 Podcasts from the Farm: Stories of Food Security, Workers’ Rights, and Carbon Farming
This course will use podcasting as a vehicle to explore how Massachusetts farmers’ are working on a variety of issues to increase food security, improve farmworkers’ rights, and make an impact on climate change. Guiding questions will include: How do farmers view their role on issues of hunger, workers’ rights, and climate change? What are they currently doing to make an impact on these issues? What opportunities and challenges lie ahead for them related to these issues? How can their stories be told in a compelling way? Will the opportunities to create a podcast format as the medium? Students will study interviewing, storytelling, and podcasting best practices and will use what they learn to create interesting podcasts that are both rich in content and in sound. Partnering with the Massachusetts chapter of the Northeast Organic Farming Association (NOFA Mass), the class as a whole will attend the NOFA Mass Winter Conference at Worcester State University on January 13 and will conduct initial interviews there with presenters and attendees. Informal and impressive podcast creations will be used as resources on the NOFA website and the Williams sustainability website. A number of assignments will involve listening to and critically analyzing podcasts. Our time together will be a combination of learning about various farming issues in Massachusetts, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers.

Method of evaluation/requirements: final project
Prerequisites: none
Enrollment limit: 11
Selection process: preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests
Cost to student: $0 plus cost of book(s)
Meeting time: mornings
Instructor(s): Mike Evans
Mike Evans is the Assistant Director of the Zikha Center for Environmental Initiatives at Williams College. Prior to working at Williams, he was the associate director of Utah’s AntiHunger Foundation and directed and created Real Food Rising, a youth-empowerment sustainable farming program.

SPEC 18 Call In Walk In Training for Peer Health
Cross-listings: 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 Title IX compliance; mental health; stress and sleep; healthy relationships; addictions; 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/requirements: 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
Selection process: current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health
Cost to student: $0
Meeting time: mornings, Monday through Friday, 10am - noon
Instructor(s): Laini Sporbert
Laini is a Health Educator at Williams College, focusing on substance abuse education, peer health education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2008. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

SPEC 19 Healthcare Internships
Description: Firsthand experience is a critical component of the decision to enter the health professions. Through these internships, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Internships 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/requirements: 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 what they will be doing during their internship 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
Selection process: 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(s): $0

SPEC 21 Experience the Workplace; an Internship with Williams Alumni/Parents
Field experience is a critical element in the decision to enter a profession. Through this internship, 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. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. It is expected that students will complete assigned readings, keep a daily journal, and write a 5-10 page expository review and evaluation that will become public record as a resource for other students.

Method of evaluation/requirements: 5-10 page expository review and evaluation
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: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview
Selection process: Cost to student: local apprenticeships—local transportation; distant apprenticeships—costs will vary based upon location, BUT ARE THE RESPONSIBILITY OF THE STUDENT
Meeting time: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.
Instructor(s): Dawn Dellea, Manager of Alumni/Parent Engagement Programs

SPEC 22 Outdoor Emergency Care
The course is designed to teach and develop technical proficiency, as well as the leadership skills, required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. It is divided into three sections. When successfully completed, it can lead to certification as a member of the National Ski Patrol and certification in CPR for the Professional Rescuer. The course is based upon:

1. National Ski Patrol’s Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning as well as hands-on practical skill development.
2. CPR for the Professional Rescuer (American Red Cross or American Heart Association).
3. 18 hours of outdoor “on the hill” training in Ski Patrol rescue techniques.
SPEC 28 Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5-page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students.

Method of evaluation/requirements: evaluation will be based on a journal and a 5-page paper

Prerequisites: sophomore, junior or senior standing; not open to first-year students

Enrollment limit: 12

Cost to student: $400

Meeting time: off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners

Instructor(s): Tracy Finnegan

Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

SPEC 35 Making Pottery on the Potter's Wheel

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill—archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel.

Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9:00 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, plates, 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 eleventh meeting will be devoted to glazing your biscuit-fired 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 explanatory demonstrations will be presentations on various topics relating to the science and history of pottery making. Attendance at all class sessions and enthusiasm for learning the craft of pottery making are required.

Method of evaluation/requirements: final project critique session

Prerequisites: none; no pottery making experience necessary

Enrollment limit: 10

Selection process: level of enthusiasm for learning the craft of pottery making

Cost to student: $370

Meeting time: mornings 9am-12pm

Instructor(s): Ray Bub

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont. 10 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

SPEC 39 "Composing A Life:" Finding Success and Balance in Life After Williams

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life.

This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Requirements: regular attendance, class participation, field interview, and a 10-page final paper, weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises. Questions about the course: please contact Geraldine Shen at geraldine.shen@gmail.com

Method of evaluation/requirements: 10-page paper

Prerequisites: none

Enrollment limit: 15

Selection process: preference to juniors and seniors

Cost to student: $30

Meeting time: mornings

Instructor(s): Geraldine Shen '01; Joe Bergeron '01

Geraldine Shen '01 is a former management consultant, development officer, curriculum coordinator, and admissions officer who currently leads a community non-profit organization in Williamstown. Joe Bergeron '01 is a technology consultant, entrepreneur, and software developer.
1995, M.A., Queens College, 2000, Ph.D., Harvard University
Glenn S. Gordinier, Associate Professor at Williams-Mystic: 1969, B.A., West
Chester University, 1981, M.A., Lehig University, 2001, Ph.D., University of
CT
Marc Gotlieb, Director of the Graduate Program in Art History and Class of
1965 Memorial Professor of Art: 1982, M.A., B.A. on leave Fall of Toronto, 1984,
M.A., Johns Hopkins University, 1990, Ph.D., Johns Hopkins University, on
leave Fall 2017
Kai M. Green, Assistant Professor of Women's, Gender and Sexuality Studies
Daniel R. Greben, Assistant Professor of Physical Education and Head
College of Liberal Arts
David E. Gurca-Morris, Associate Professor of Theatre: 1996, B.A., Williams
College, 2001, M.F.A., University of RI, on leave Fall of 1999, 2001
Ph.D., University of MA, Amherst
Kim I. Gutschow, Lecturer in Religion and Anthropology/Sociology: 1988,
B.A., Harvard University, 1995, M.A., Harvard University, 1998, Ph.D.,
Harvard University
Catherine R. Hall, Associate Professor at Williams-Mystic: 1985, B.A.
University of RI, 1989, J.D., Vermont Law School
Amie A. Hane, Associate Professor of Psychology: 1996, B.A., University of
MD, 1999, M.A., University of MD, 2002, Ph.D., University of MD
Rachel E. Harding, Sterling Brown '22 Visiting Professor of Africana Studies,
Spring 2018
Nicole T. Harrington, Visiting Assistant Professor of Psychology: 1987, B.A.,
Boston College, 1995, Ph.D., University of VT, Spring 2018
Pamela E. Harris, Assistant Professor of Mathematics: 2005, B.S., Marquette
University, 2008, M.S., University of WI, Milwaukee, 2012, Ph.D.,
University of WI, Milwaukee
Ilana Y. Harris-Babou, Visiting Assistant Professor: 2013, B.A., Yale
University, 2016, M.F.A., Columbia University
Kathryn M. Hart, Assistant Professor of Chemistry: 2004, B.S., Haverford
College, 2013, Ph.D., University of CA, Berkeley
Mamoru Hatakeyama, Visiting Lecturer in Japanese: 1995, B.A.
University of WI, Milwaukee
Shinnosuke Hayagaya, Profrwesterth Literature Professor of Japanese
University, 1991, M.A., Ohio State University, 1999, Ph.D., Ohio State
University
William R. Kangas, Assistant Professor of Physical Education and Head
College of Liberal Arts, on leave 2017-2018
Aparna Kapadia, Assistant Professor of History: 1998, B.A., St Xavier's
College, Mumbai University, 2005, M.Phil., Jawaharlal Nehru University,
2010, Ph.D., UCLA
Lawrence J. Kaplan, Halfor R. Clark Professor of Natural Sciences: 1964,
B.S., University of Pittsburgh, 1970, Ph.D., Purdue University
Paul M. Karabinos, Charles H. MacMillan Professor in Natural Sciences:
1975, B.S., University of CT, 1981, Ph.D., Johns Hopkins University
Georgios Karamalegos, Visiting Lecturer in Theatre, Fall 2017
Catharine M. Kealhofer, Assistant Professor of Physics: 2003, A.B., Princeton
University, 2013, Ph.D., Stanford University
Christiann L. Keeler, Assistant Professor of Physical Education and Head
Women's Volleyball Coach: 2000, B.S., Purdue University, 2012, M.S.,
Northeastern University
Karen L. Kent, Chair and Professor of English: 1988, B.A., Williams
Elizabeth A. Kieffer, Lecturer in German: 1977, B.A., Rutgers University
Anthony Kim, Visiting Assistant Professor of American Studies
Jeremy R. King, Sorkin Visiting Professor of History: 1985, B.A., Yale
University, 1998, Ph.D., Columbia University, Spring 2018
Karen L. King, Croghan Bicentennial Professor in Biblical and Early Christian
Studies, Fall 2017
Kris N. Kirby, Professor of Psychology: 1985, B.A., Marshall University, 1991,
Ph.D., Harvard University
Roger A. Kittleson, Professor of History: 1985, B.A., Northwestern University,
1990, M.A., University of WI, Madison, 1997, Ph.D., University of WI,
Madison
John E. Kleiner, Professor of English: 1983, B.A., Amherst College, 1988,
M.A., University of MN, 1990, Ph.D., University of WI, Madison
Bernhard Klingenberg, Professor of Classics: 1996, B.A., Technical University,
1998, M.B., 2006, Ph.D., Technical University of WI
Eric C. Knibbs, Assistant Professor of History and Faculty Affiliate in Religion:
2004, B.A., University of PA, 2009, Ph.D., Yale University
Pia M. Kohler, Assistant Professor of Environmental Studies: 1998, B.S.,
McGill University, 2001, Ph.D., University of CA, Berkeley
Anujil F. Kolb, Assistant Professor of English: 2003, B.A., Columbia
University, 2008, M.Phil., Columbia University, 2013, Ph.D., Columbia
University, on leave Fall 2017
Elizabeth K. Konzel, Chair and Professor of French: 1983, B.A., Yale
University, 2017, M.F.A., Columbia University, 2018
Christophe A. Koné, Assistant Professor of German: 2006, M.A., Université
Lumière Lyon 2, 2013, Ph.D., Rutgers University
Nathan Kornell, Associate Professor of Psychology: 1996, B.A., Reed
College, 2001, M.A., Columbia University, 2005, Ph.D., Columbia
Bachelor of Arts with Distinction
Summa Cum Laude
David Robert Burt
Ruby Maria From
Alexander Sébastien Kastner
Megan Jean Mather
Matthew Stephen Marcellari
Teague Gallagher Morris
Jeffrey Noble Ruben
Katherine Aurelia Tariff
Chelsea Rose Thomeer
Caroline Celeste White-Nockley

Magnus Cum Laude
Karim Abou El Fettouh
Yoongsang Bae
Robert Nigel Bates
Hannah Margaret Benson
Claire Augusta Bergey
Varun Louis Bhadkar
Michelle Jeanne Buncke
Melissa Alexandra Caplen
Angela Chang
Ariel Chu
Marcus Christian Colella
Scott Goldberg Daniel
Mary Elizabeth Janelle Dato
Lana Augusta Davis
Elizabeth Sherwood Frank
Nola Jennifer Gordon
Matthew Bibeber Goss
Samuel David Gray
Ibrahim Gisbat
Miranda Rhew Hanson
Devyn Jenny Hebert Intekhab Hossain
Nikolas Harry Reginald Howe
Emily Anna Hoy
Roja Eskandari Huang
Russell Kennedy Jones IV
Hae-Min Jung
Owen Adrian Kay
Kevin Eugene Kelly
Erik Noren Kessler
William Mullen Kirby
Olivia Rose Larsen
Jae Yeon Lee
Kendall Oldham Leet-Otley
Jamie Rose Lesser
Kevin Patrick Mercadante
Jackson Alexander Myers
Sarah Bell Neumann
Juliette Fredrika Normén-Smith
Rachel Olivia O’Sullivan
Nina Girish Pandé
James Richard Pappas
Matthew James Quinn
Adam Joseph Resnick
Reidar Merritte Riveland
Denis Andrew Ronodeu
Christian Philipp Ruhl
Maia Francesca Scaccia-Schaeffer
Rachel Meredith Schwartz
Maeve Allison Serino
Aaditya Sharma
Scott Andrew Shelton
Jeffrey Allan Sload
Sarah Anne Stevenson
Zhan Su
Melanie Sangita Subbiah
Matthew Wildrick Thomas
Anthony Tsoi
Stephen Dave Tyson
Vidya Margaret Venkatesh
Maria Alejandro Vicent Allende
Nathaniel Boyd Zilliox Vilas
Evan Samuel Wodrow
William Rhys Walker
Sarah Gabrielle Weiser
Daniel Patrick Ga Haung Wong
Fan Zhang
Zijie Zhu

Cum Laude
Amelia Lynne Archer
Nini Arshakuni
Megumi Angela Asada
Hannah Danielle Atkinson
Jonathan Albert Ball
Kathryn Ward Bannitt
Megan Katherine Bird
Derrick Joseph Bonafilia
Osanna Fadi Brosh
Graham Benjamin James Buchan
Margaret Elizabeth Burroughs
Paige Cree Chardavoyne
Maley-Min Chen
Julia Cheng
Olivia Emery Clark
Rachel Monroe Clemens
Hannah Grace Cole
Meghan Ann Collins
Ellen Anderson Coombe
Sarah Emylyn Cooperman
Yuanchu Dang
Ronak Mahendrak Dave
Cesar Florentino Dominguez
William Livingston Duke
Rebecca Louise Dunndody
Alessandra Harvey Edgar
Justin Bard Edwards
Laura Dynan Elmendorf
Jack Baird Erdos
Jordan Fountain Fields
Aaron James Finder
Elijah Myer Fromm
Daniel Patrick Gainey
Joseph Solomon Glass-Katz
Garrick Han Gu
Jacques Pierre George Guyot
Joe Heo
Anand Shankar Hemmady
William Loew Hennessy
Aglia Ashley Ho
El Villarino Hoenig
Allison Rachel Holle
Alexander Chengpeng Huang
Mia Georgina Hull
Matthew Muzychyn Jang
Sarah Gale Jensen
Jaehyun Jeong
Sierra Elizabeth Jubin
Fernanda Don Kei Lai
Jordan Geoffrey LaMothe
Nathan Christopher Leach
Dongheon Lee
Joyce Lee
Nora Jane Lee
Sara Louise Lehman
Kathryn Hogan Leinbach
Jonah Michael Levine
Jacqueline Rose Lewy
Borah Pearl Lim
Jonathan Nicholas Taylor MacDougal
Russell Charles Maclin
Camila Magendzo
Alexander Stephen Nichols Majercik
Michael Quackenbush May III
Jonathan Nicolas Taylor MacDougall
Borah Pearl Lim
Kathryn Hogan Leinbach
Jonah Michael Levine
Jacqueline Rose Lewy
Sara Louise Lehman
Kathryn Hogan Leinbach
Jonah Michael Levine
Kathryn Hogan Leinbach
Borah Pearl Lim

Honors
Funnalayo Danielle Adejobi, English
Megumi Angela Asada, Mathematics
Eduardo Avalos, Latin/A Studies
Yoongsang Bae, Economics
Paul Pierre Baird-Smith, Mathematics
Varun Louis Bhadkar
Graham Benjamin James Buchan
Michelle Jeanne Buncke, Biology
Nathaniel Boyd Zilliox Vilas
Ananya Mayukha
William Matthew Buchanan, Biology
Michelle Jeanne Buncke, Biology
Jonathon Gregory Kevin Burne, Arabics
Minwei Cao, Biology
Paige Cree Chardavoyne, Chemistry
Julia Cheng, Psychology
Jaeko Choi, Physics
Rachel Monroe Clemens, English
Marcus Christian Colella, English
Meghan Ann Collins, Comparative Literature
Sarah Emylyn Cooperman, Environmental Studies
James Bai, Psychology
Jordan Elizabeth Davis, Art
Amal Amer Douglass, Art
William Livingston Duke, Biology
Rebecca Frances Durst, Mathematics
Justin Bard Edwards, Cognitive Science
Kyrin Reynard Edwards, Geosciences
Laura Dynan Elmendorf, Chemistry
Chase Logan Epstein, English
Ryan Curtis Fajardo, Sociology
<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Alejandra Vicent Allende</td>
<td>Biology</td>
</tr>
<tr>
<td>Gabriela Lydia Suarez</td>
<td>Psychology</td>
</tr>
<tr>
<td>Zihan Su</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Stephanie Eu</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Garrick Han Gu</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Yanira Guerra</td>
<td>Biology</td>
</tr>
<tr>
<td>Maria Grazzia Guzman Núñez</td>
<td>Biology</td>
</tr>
<tr>
<td>Anand Shankar Hemmady</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Aglaia Ashley Ho</td>
<td>History</td>
</tr>
<tr>
<td>Eli Vancampen Hoenig</td>
<td>Physics</td>
</tr>
<tr>
<td>Gemma Trairor Holt</td>
<td>Environmental Policy</td>
</tr>
<tr>
<td>Nikolaus Harry Reginald Howe</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Roya Eskandari Huang</td>
<td>Biology</td>
</tr>
<tr>
<td>Mia Georgina Hull</td>
<td>Theatre</td>
</tr>
<tr>
<td>Luis David Jaramillo</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Olivier Leonard Joseph</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Sienna Elizabeth Jubin</td>
<td>Physics</td>
</tr>
<tr>
<td>Fernanda Oon Kei Lai</td>
<td>English</td>
</tr>
<tr>
<td>Joyce Lee</td>
<td>Sociology</td>
</tr>
<tr>
<td>Lia Lee</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Sara Louise Lehman</td>
<td>Biology</td>
</tr>
<tr>
<td>Benjamin Lin</td>
<td>Psychology</td>
</tr>
<tr>
<td>Krystina Mae Lincoln</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Jose Miguel Lopez</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Jonathan Nicolas Taylor MacDougall</td>
<td>Biology</td>
</tr>
<tr>
<td>Russell Charles Maclln</td>
<td>Theatre</td>
</tr>
<tr>
<td>Tsaina Venae Malhen</td>
<td>Biology</td>
</tr>
<tr>
<td>Alexander Stephen Nichols Majercik</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Matthew Stephen Marcarelli</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Michael Quackenbush May III</td>
<td>Physics</td>
</tr>
<tr>
<td>Ananya Mayulkhina</td>
<td>Psychology</td>
</tr>
<tr>
<td>Emma Perkins McAvoy</td>
<td>Biology</td>
</tr>
<tr>
<td>Rebecca Kearney McClements</td>
<td>Environmental Policy</td>
</tr>
<tr>
<td>William Edward McGuire III</td>
<td>English</td>
</tr>
<tr>
<td>Alexandra Teresa Mendez</td>
<td>German</td>
</tr>
<tr>
<td>Terrance Selasi Mensah</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Teague Gallagher Morris</td>
<td>English</td>
</tr>
<tr>
<td>Mariana Ndiaye</td>
<td>Global Studies</td>
</tr>
<tr>
<td>Rachel Olivia O’Sullivan</td>
<td>Biology</td>
</tr>
<tr>
<td>Nina Girish Pande</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Robin Yijung Park</td>
<td>Economics</td>
</tr>
<tr>
<td>Michael Alan Polson</td>
<td>Economics</td>
</tr>
<tr>
<td>Maria Veronica Prado</td>
<td>Physics</td>
</tr>
<tr>
<td>Matthew James Quinn</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Hannah K. Rabb</td>
<td>Political Science</td>
</tr>
<tr>
<td>Adam Joseph Resnick</td>
<td>Biology</td>
</tr>
<tr>
<td>Anneliese Mitzi Rilinger</td>
<td>Astrophysics</td>
</tr>
<tr>
<td>Reidar Merritte Riveland</td>
<td>Cognitive Science</td>
</tr>
<tr>
<td>Jose Enrique Rivera-Aparicio</td>
<td>Psychology</td>
</tr>
<tr>
<td>Jacob Emanuel Ruttenberg</td>
<td>Political Science</td>
</tr>
<tr>
<td>William Benjamin Sager</td>
<td>Political Science</td>
</tr>
<tr>
<td>Isabellaa Louise Salmi</td>
<td>Psychology</td>
</tr>
<tr>
<td>Diana Socorro Sanchez</td>
<td>Biology</td>
</tr>
<tr>
<td>Tyronne Derrick Scafe Jr.</td>
<td>Political Science</td>
</tr>
<tr>
<td>Emma Claire Schwartz</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Maeve Allison Serino</td>
<td>Biology</td>
</tr>
<tr>
<td>Kayla Frances Servin</td>
<td>French</td>
</tr>
<tr>
<td>Hanna Lee Shebert</td>
<td>Chemistry</td>
</tr>
<tr>
<td>John Robert DeWitt Shuck</td>
<td>Statistics</td>
</tr>
<tr>
<td>Stephanie Eu-Tien Stacy</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sarah Anne Stevenson</td>
<td>Astrophysics</td>
</tr>
<tr>
<td>Samantha Josephine Stone</td>
<td>Music</td>
</tr>
<tr>
<td>Zihan Su</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Gabriela Lydia Suarez</td>
<td>Psychology</td>
</tr>
<tr>
<td>Zoé Nicole Taylor</td>
<td>Art</td>
</tr>
<tr>
<td>Matthew Wildrick Thomas</td>
<td>Economics</td>
</tr>
<tr>
<td>Q. Aunrika A. L. Darsaune Tucker-Shabazz</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Vidya Margaret Venkatesh</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Maria Alejandra Vicent Allende</td>
<td>Biology</td>
</tr>
<tr>
<td>Maoli Nicole Vizzaino</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Rachel Cole Waldman</td>
<td>Anthropology</td>
</tr>
<tr>
<td>William Rhys Walker</td>
<td>Religion</td>
</tr>
<tr>
<td>Gordon Robert Wilford</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Noah North Williams</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Suvery Win</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Andy Yu Zhu Yao</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sabrina Nicolle Zaldana</td>
<td>French</td>
</tr>
<tr>
<td>Emma Withers Zehner</td>
<td>American Studies</td>
</tr>
<tr>
<td>Phi Beta Kappa</td>
<td></td>
</tr>
<tr>
<td>Karim Abou El Fettou</td>
<td></td>
</tr>
<tr>
<td>Yoonsang Bae</td>
<td></td>
</tr>
<tr>
<td>Claire Augusta Bergey</td>
<td></td>
</tr>
<tr>
<td>Varun Louis Bhadkamkar</td>
<td></td>
</tr>
<tr>
<td>Michelle Jeanne Buncke</td>
<td></td>
</tr>
<tr>
<td>David Robert Burt</td>
<td></td>
</tr>
<tr>
<td>Melissa Alexandra Caplen</td>
<td></td>
</tr>
<tr>
<td>Angela Chang</td>
<td></td>
</tr>
<tr>
<td>Marcus Christian Colella</td>
<td></td>
</tr>
<tr>
<td>Scott Goldberg Daniel</td>
<td></td>
</tr>
<tr>
<td>Mary Elizabeth Janelle Dato</td>
<td></td>
</tr>
<tr>
<td>Jane Augusta Davis</td>
<td></td>
</tr>
<tr>
<td>Ruby Maria Froom</td>
<td></td>
</tr>
<tr>
<td>Nola Jennifer Gordon</td>
<td></td>
</tr>
<tr>
<td>Matthew Bibber Goss</td>
<td></td>
</tr>
<tr>
<td>Samuel David Gray</td>
<td></td>
</tr>
<tr>
<td>Miranda Rhew Hanson</td>
<td></td>
</tr>
<tr>
<td>Devyn Jenna Hebert</td>
<td></td>
</tr>
<tr>
<td>Intekhab Hossain</td>
<td></td>
</tr>
<tr>
<td>Nikolaus Harry Reginald Howe</td>
<td></td>
</tr>
<tr>
<td>Emily Anna Hoy</td>
<td></td>
</tr>
<tr>
<td>Roya Eskandari Huang</td>
<td></td>
</tr>
<tr>
<td>Russell Kennedy Jones IV</td>
<td></td>
</tr>
<tr>
<td>Ha-e-Min Jung</td>
<td></td>
</tr>
<tr>
<td>Alexander Sébastien Kastner</td>
<td></td>
</tr>
<tr>
<td>Owen Adrian Kay</td>
<td></td>
</tr>
<tr>
<td>Erik Noren Kessier</td>
<td></td>
</tr>
<tr>
<td>William Mullen Kirby</td>
<td></td>
</tr>
<tr>
<td>Olivia Rose Larsen</td>
<td></td>
</tr>
<tr>
<td>Kendall Oldham Leet-Otley</td>
<td></td>
</tr>
<tr>
<td>Jamie Rose Lesser</td>
<td></td>
</tr>
<tr>
<td>Megan Jean Maher</td>
<td></td>
</tr>
<tr>
<td>Matthew Stephen Marcarelli</td>
<td></td>
</tr>
<tr>
<td>Kevin Patrick Mercadante</td>
<td></td>
</tr>
<tr>
<td>Teague Gallagher Morris</td>
<td></td>
</tr>
<tr>
<td>Jackson Alexander Myers</td>
<td></td>
</tr>
<tr>
<td>Juliette Fredrika Normrn-Smith</td>
<td></td>
</tr>
<tr>
<td>Rachel Olivia O’Sullivan</td>
<td></td>
</tr>
<tr>
<td>Nina Girish Pande</td>
<td></td>
</tr>
<tr>
<td>James Richard Pappas</td>
<td></td>
</tr>
<tr>
<td>Matthew James Quinn</td>
<td></td>
</tr>
<tr>
<td>Adam Joseph Resnick</td>
<td></td>
</tr>
<tr>
<td>Denis Andrew Rondeau</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Noble Rubel</td>
<td></td>
</tr>
<tr>
<td>Christian Philipp Ruhli</td>
<td></td>
</tr>
<tr>
<td>Maia Francesca Sacca-Schaeffer</td>
<td></td>
</tr>
<tr>
<td>Rachelle Alitschiet</td>
<td></td>
</tr>
<tr>
<td>Maeve Allison Serino</td>
<td></td>
</tr>
<tr>
<td>Aadiyta Sharma</td>
<td></td>
</tr>
<tr>
<td>Scott Andrew Shelton</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Allan Slod</td>
<td></td>
</tr>
<tr>
<td>Sarah Anne Stevenson</td>
<td></td>
</tr>
<tr>
<td>Zihan Su</td>
<td></td>
</tr>
<tr>
<td>Melanie Sangita Subbiah</td>
<td></td>
</tr>
<tr>
<td>Katherine Aurelia Tardiff</td>
<td></td>
</tr>
<tr>
<td>Matthew Wildrick Thomas</td>
<td></td>
</tr>
<tr>
<td>Chelsea Rose Thomeer</td>
<td></td>
</tr>
<tr>
<td>Anthony Tuken</td>
<td></td>
</tr>
<tr>
<td>Stephen Dane Tyson</td>
<td></td>
</tr>
<tr>
<td>Vidya Margaret Venkatesh</td>
<td></td>
</tr>
<tr>
<td>Maria Alejandra Vicent Allende</td>
<td></td>
</tr>
<tr>
<td>Nathaniel Boyd Zilloux Vilas</td>
<td></td>
</tr>
<tr>
<td>Evan Samuel Wahl</td>
<td></td>
</tr>
<tr>
<td>William Rhys Walker</td>
<td></td>
</tr>
<tr>
<td>Sarah Gabrielle Weiser</td>
<td></td>
</tr>
<tr>
<td>Caroline Celeste White-Nockley</td>
<td></td>
</tr>
<tr>
<td>Daniel Patrick Ga Heung Wong</td>
<td></td>
</tr>
<tr>
<td>Fan Zhang</td>
<td></td>
</tr>
<tr>
<td>Zijie Zhu</td>
<td></td>
</tr>
<tr>
<td>Sigma Xi</td>
<td></td>
</tr>
<tr>
<td>Megumi Angela Asada</td>
<td></td>
</tr>
<tr>
<td>Paul Pierre Baird-Smith</td>
<td></td>
</tr>
<tr>
<td>Robert Nigel Bates</td>
<td></td>
</tr>
<tr>
<td>Claire Augusta Bergey</td>
<td></td>
</tr>
<tr>
<td>Varun Louis Bhadkamkar</td>
<td></td>
</tr>
<tr>
<td>Osa Ozi Ndam Emdendor</td>
<td></td>
</tr>
<tr>
<td>Jordan Masdevin Fields</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Sherwood Frank</td>
<td></td>
</tr>
<tr>
<td>Eli Vancampen Hoenig</td>
<td></td>
</tr>
<tr>
<td>John Robert DeWitt Shuck</td>
<td></td>
</tr>
<tr>
<td>Ivy Adair Ciaburri</td>
<td></td>
</tr>
<tr>
<td>Yuanchu Dang</td>
<td></td>
</tr>
<tr>
<td>Lane Augusta Davis</td>
<td></td>
</tr>
<tr>
<td>Cesar Florentino Dominguez</td>
<td></td>
</tr>
<tr>
<td>Rebecca Frances Durst</td>
<td></td>
</tr>
<tr>
<td>Kyrien Reynard Edwards</td>
<td></td>
</tr>
<tr>
<td>Laura Dynan Emdendor</td>
<td></td>
</tr>
<tr>
<td>Jordan Fountain Fields</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Sherwood Frank</td>
<td></td>
</tr>
<tr>
<td>Lilah Myer Fromm</td>
<td></td>
</tr>
<tr>
<td>Ruby Maria Froom</td>
<td></td>
</tr>
<tr>
<td>Daniel Patrick Gayney</td>
<td></td>
</tr>
<tr>
<td>Matthew Bibber Goss</td>
<td></td>
</tr>
<tr>
<td>Kathryn Noe Grice</td>
<td></td>
</tr>
<tr>
<td>Anand Shankar Hemmady</td>
<td></td>
</tr>
<tr>
<td>Eli Vancampen Hoenig</td>
<td></td>
</tr>
<tr>
<td>Sienna Elizabeth Jubin</td>
<td></td>
</tr>
<tr>
<td>Hae-Min Jung</td>
<td></td>
</tr>
<tr>
<td>Alexander Sébastien Kastner</td>
<td></td>
</tr>
<tr>
<td>William Mullen Kirby</td>
<td></td>
</tr>
<tr>
<td>Hanson Daniel Koota</td>
<td></td>
</tr>
<tr>
<td>Lila Lee</td>
<td></td>
</tr>
<tr>
<td>Sara Louise Lehman</td>
<td></td>
</tr>
<tr>
<td>Krystina Mae Lincoln</td>
<td></td>
</tr>
<tr>
<td>Jose Miguel Lopez</td>
<td></td>
</tr>
<tr>
<td>Jonathan Nicolas Taylor MacDougall</td>
<td></td>
</tr>
<tr>
<td>Alexander Stephen Nichols Majercik</td>
<td></td>
</tr>
<tr>
<td>Matthew Stephen Marcarelli</td>
<td></td>
</tr>
<tr>
<td>Michael Quackenbush May III</td>
<td></td>
</tr>
<tr>
<td>Terrance Selasi Mensah</td>
<td></td>
</tr>
<tr>
<td>Erica Nicole Myers</td>
<td></td>
</tr>
<tr>
<td>Rachel Olivia O’Sullivan</td>
<td></td>
</tr>
<tr>
<td>Ian Ronald Outhwaite</td>
<td></td>
</tr>
<tr>
<td>Nina Girish Pande</td>
<td></td>
</tr>
<tr>
<td>Maria Veronica Prado</td>
<td></td>
</tr>
<tr>
<td>Matthew James Quinn</td>
<td></td>
</tr>
<tr>
<td>Anneliese Mitzi Rilinger</td>
<td></td>
</tr>
<tr>
<td>Jose Enrique Rivera-Aparicio</td>
<td></td>
</tr>
<tr>
<td>Isabellaa Louise Salmi</td>
<td></td>
</tr>
<tr>
<td>Hanna Lee Shebert</td>
<td></td>
</tr>
<tr>
<td>Cesar Florentino Dominguez</td>
<td></td>
</tr>
<tr>
<td>Daniel Patrick Ga Heung Wong</td>
<td></td>
</tr>
<tr>
<td>Andy Yu Zhu Yao</td>
<td></td>
</tr>
</tbody>
</table>

Kathryn H. Kennedy ’18, Dunbar Student Life Prizes (First Prize)
Erik N. Kessler ’17, W. Marriott Canby, Class of 1981, Athletic Scholarship
William M. Kirby ’17, William W. Kleinhandler Prize for Excellence in Music
Kristi L. Kirsh ’17, Purple Key Trophy (Women)
Noah Kravitz ’17, N. Lathers, Class of 1878, Essay Prize in Government (Extended Independent Research)
Fernanda O. K’ai ’17, Dr. Herchel Smith Fellowship
Jordan G. LaMotte ’17, William W. Kleinhandler Prize for Excellence in Music
Nefatli Lara ’19, Robert W. Gilmer, Class of 1990, Language Study Grant
Kate H. Latmore ’19, Robert G. Gilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Nathan C. Leach ’17, H. Gansa Little, Jr., Prize in Religion
Nathan C. Leach ’17, William W. Kleinhandler Prize for Excellence in Music
Emma M. Lezberg ’20, The Erastus C. Benedict, Class of 1821, Prize in Classics (Latin/First Prize)
Benjamin Lin ’17, Purple Key Trophy (Men)
Krystina M. Lincoln ’17, David N. Major, Class of 1981, Memorial Prize in Geosciences
Keyi Liu ’20, Linen Grant for Summer Travel in Asia
Keyi Liu ’20, Robert G. Gilmer, Class of 1990, Language Study Grant
Patricia J. Lanzano ’19, Robert G. Gilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Ziqi Lu ’18, Carl Van Duyne Prize in Economics
Sophie D. Lu ’19, Robert G. Gilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Amanda L. Lugo ’18, Robert G. Gilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Russell C. Maclin ’17, Gilbert W. Gabriel, Class of 1912, Memorial Prize in Theatre
Maria E. Magidenko ’18, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Si Young Mah ’17, Wyskeil Williams Math Award
Megan J. Maher ’17, Robert W. Friedrichs Award in Sociology
Megan J. Maher ’17, William Bradford Turner Citizenship Prize
Emilia R. Maluf ’18, Benjamin B. Wainwright, Class of 1920, Prize in English
Chinhnyai Manjunath ’17, Fulbright Grant
Michael Q. May ’17, St. Andrew’s Society Scholarship
Ananya Mayukha ’17, Class of 1945 Florence Chandler Fellowship
Grace R. Mazzarella ’19, Linen Grant for Summer Travel in Asia
Grace R. Mazzarella ’19, Robert G. Gilmers, Class of 1990, Language Study Grant
Caroline E. Mc Ardle ’18, Colin and Lilli Roché, 1993, Student Research Program
Rebecca K. McClements ’17, Environmental Studies Committee Award
William H. Mc Govern ’20, The Erastus C. Benedict, Class of 1821, Prize in Classics (Greek/Second Prize)
Allison Y. McPherson ’19, Mary and Nathaniel M. Lawrence Travel Fellowship
Naomi E. Medina-Jacques ’18, Carl Van Duyne Prize in Economics
Alejandra M. Mejías ’17, Mellon Maya Undergraduate Fellowship
Alexandra T. Mendez ’17, Fulbright Grant
Jonathan X. Meng ’18, Harold H. Warren Prize in Chemistry
Teairance S. Mensah ’17, Dr. Herchel Smith Fellowship
Morgan L. Michaels ’19, Dunbar Student Life Prizes (Third Prize)
Anya N. Michaelaen ’19, The Erastus C. Benedict, Class of 1821, Prize in Mathematics (First Prize)
Sonya A. Milbacher ’17, Charles A. Dabney Harris, Jr., Class of 1963, Prize in Political Science
Velina Aleksandra Montiel-Adrian ’17, Charles R. Alberti, Class of 1919, Award
Gabriel J. Morosky ’17, William W. Kleinhandler Prize for Excellence in Music
Teague G. Morris ’17, The Arthur B. Graves, Class of 1858, Essay Prize in Philosophy
Connor P. Mulhall ’17, Sam Goldberg Colloquium Prize in Mathematics
Eric W. Muscosky ’18, Levien Family Journalism Summer Fellowship
Jackson A. Myers ’17, Robert C. L. Scott Prize for Graduate Study in History
Devlin A.Z. Nelligan ’17, Taiwan Ministry of Education Mandarin Scholarship
Sarah B. Neumann ’17, The Arthur B. Graves, Class of 1858, Essay Prize in Religion
Juliette F. Normen-Smith ’17, Arthur Kaufmann, Class of 1899, Prize in English
Juliette F. Normen-Smith ’17, Fulbright Grant
Rachel Q. O’Sullivan ’17, Patricia Goldman-Rakic Prize in Neuroscience
Shabana E. Omar-Obando ’17, Vanier Grant for Summer Travel in Asia
Ian R. Outhwaite ’17, William C. Grant Jr. Prize in Biology
Nina G. Pandë ’17, Cultivating Community Award
Nina G. Pandë ’17, Olga R. Beaver Memorial Prize in Mathematics
Francesca Paris ’18, Levien Family Journalism Summer Fellowship
Robin Y. Park ’17, Jack Larned, Class of 1942, International Management Prize
Dong Gi Park ’18, Tompkins Prize in Japanese
Celeste A. Pepitone-Nahas ’17, Dunbar Student Life Prizes (Second Prize)
Celeste A. Pepitone-Nahas ’17, William W. Kleinhandler Prize for Excellence in Music
Elynn Piear ’19, Robert G. Gilmers, Class of 1990, Language Study Grant
Baladine Pierce ’20, Theadore Clarke Smith Book Prize in American History
Cecilia I. Pou ’17, Josephine S. ‘05 and 2009 International Service Fellowship
Elizabeth A. Poulos ’19, Russell H. Bostert Fellowship
Abigail J. Ramone ’17, Dunbar Student Life Prizes (First Prize)
Abigail J. Ramone ’17, The Chaplains’ Prize for Commitment to and Excellence in Inter-Faith Engagement and Service
Moiz Rehan ’19, Robert G. Gilmers, Class of 1990, Language Study Grant
Therese M. Richman ’19, Class of 1945 Student World Fellowship
Jake R. Rinaldi ’20, Linen Grant for Summer Travel in Asia
Evan A. Ringel ’17, Sentinels of the Republic Essay Prize in Government
Jose d. Rivas-Garcia ’17, The Nicholas P. Fersen Prize in Russian
Reidar M. Riveland ’17, Fulbright Grant
Jennifer M. Roach ’18, 2006 and 2009 International Service Fellowship
Dennis A. Rondoue ’17, James Lathrop Rice, Class of 1854, Prize in Classical Languages
Jeffrey N. Rubel ’17, Grosvenor Memorial Cup
Jeffrey N. Rubel ’17, Dewey Prize
Naohiro S. Rubel ’17, Muhammad Kenyatta, Class of 1966, Community Service Prize
Christian P. Ruhl ’17, Dr. Herchel Smith Fellowship
Christian P. Ruhl ’17, The Arthur B. Graves, Class of 1858, Essay Prize in Art (Second Prize)
Samantha J. Stone ’17, William W. Kleinhandler Prize for Excellence in Music
William B. Sager ’17, The Arthur B. Graves, Class of 1858, Essay Prize in Political Science
Diana S. Sanchez ’17, The Chaplains’ Prize for Commitment to and Excellence in Inter-Faith Engagement and Service
Jake T. Savoca ’19, Colin and Lilli Roché, 1993, Student Research Program
Yrsone D. Scafe ’17, Allison Davis Research Fellowship
John G. Scalletta ’18, Lawrence S. Graver Prize in Theatre
William M. Schmidt ’17, The Grapes Prize for Delivery of Essay
Sophia E. Schmidt ’17, Henry Rutgers Conger Memorial Literary Prize
Ananya S. Sherpa ’19, Robert G. Wilmers, Class of 1990, Language Study Grant
Eva Y. Soesok ’17, Theodore Clarke Smith Book Prize in American History
Kevin Silverman ’17, Class of 1945 Student World Fellowship
Anthony L. Simpson ’17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics (Second Prize)
Troy C. Sippelle ’17, Olga R. Beaver Memorial Prize in Mathematics
Jeffrey A. Sload ’17, Allen Martin Fellowship
Jeffrey A. Sload ’17, Wyskiel Williams Math Award
Jeffrey A. Sload ’17, The Erastus C. Benedict, Class of 1821, Prize in Biology (Second Prize)
Robert B. Smith ’20, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Ana V. Solares ’18, Dunbar Student Life Prizes (Honorable Mention)
Max N. Soopher ’17, Bruce Sanderson, Class of 1956, Prize in Architecture
Valeria N. Sosa Garnica ’19, The William Sloane Coffin Prize for Passionate Public Speaking (Social Justice and Activism)
Sam R. Steakley ’17, Richard Lathers, Class of 1877, Essay Prize in Government
Amanda A. Steinlein ’17, Rachel Kaufmann Prize in Political Science
Sarah A. Stevens ’17, William I. Shamir Prize in Architecture
Akin T. Stewart ’17, Mellon Maya Undergraduate Fellowship
Samantha J. Stone ’17, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Music)
Mikeline S. Subbiah ’17, Muriel B. Rowe Prize
Melanie S. Subbiah ’17, Sam Goldberg Colloquium Prize in Computer Science
Anna T. Sun ’19, Linen Grant for Summer Travel in Asia
Samuel P. Swire ’18, Dunbar Student Life Prizes (Third Prize)
Stacey M. Tamura ’17, William W. Kleinhandler Prize for Excellence in Music
Catherine H.M. Tan ’18, Robert G. Gilmers, Class of 1990, Language Study Grant
Suiyi Tang ’19, Robert G. Gilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Julio D. Tavarez ’17, Linen Grant for Summer Travel in Asia
Julio D. Tavarez ’19, Robert G. Gilmers, Class of 1990, Language Study Grant
Aiden M. Taylor ’19, Richard Ager Newhall Book Prize in European History
Aiden M. Taylor ’20, Linen Grant for Summer Travel in Asia
Elana R. Tufford ’17, Kate Hogan 25th Anniversary of Women in Athletics Award
Harold E. Theurer ’17, Ruth Scott Sanford Memorial Prize in Theatre
Audrey S. Thomas ’17, The Arthur B. Graves, Class of 1858, Essay Prize in Economics
Chelse M. Thomeir ’17, Charles W. Buffett Book Prize
Chelse M. Thomeir ’17, Edward Gould Shumway, Class of 1871, Prize in English
Chelse M. Thomeir ’17, Russian Student Fellowship
Chelse M. Thomeir ’17, Fulbright Fellowship
Chelse M. Thomeir ’17, Stanley R. Strauss, Class of 1935, Prize in English
Minh Q. Tran ’19, Class of 1945 Student World Fellowship
Brian N. Trelegan ’17, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Art)
Brian N. Trelegan ’17, Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art Studio)
Bryan L. Tubert ’17, The Nicholas P. Fersen Prize in Russian
Rebecca K. Van Pamel ’19, Robert G. Gilmers, Class of 1990, Language Study Grant
Grant
Laura Varela '18, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Vidya M. Venkatesh '17, Dr. Herchel Smith Fellowship
Vidya M. Venkatesh '17, Fulbright Grant
Vidya M. Venkatesh '17, Laszlo G. Versenyi Memorial Prize
Maria A. Vicent Allende '17, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Dance)
Maria A. Vicent Allende '17, The James Bronson Conant and Nathan Russell Harrington, Class of 1893, Prize in Biology
Nathaniel B. Z. Vilas '17, Dr. Herchel Smith Fellowship
Nathaniel B. Z. Vilas '17, Howard P. Stabler Prize in Physics
Nathaniel B. Z. Vilas '17, Shirley Stanton Prize in Music
Maoli N. Vizcaino '17, Allison Davis Research Fellowship
Austin H. Vo '18, Class of 1945 Student World Fellowship
Evan S. Wahl '17, The Erastus C. Benedict, Class of 1821, Prize in History (Second Prize)
Rachel C. Waldman '17, James Orton Award in Anthropology
Jaira D. Walker '17, Mellon Mays Undergraduate Fellowship
William R. Walker '17, Horace F. Clark, 1833, Prize Fellowship
Miranda G. Weinland '19, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Sarah G. Weiser '17, Dons deKeyserlingk Prize in Russian
Caroline C. White-Nockleby '17, Dr. Herchel Smith Fellowship
Caroline C. White-Nockleby '17, Fulbright Grant
Caroline C. White-Nockleby '17, Kenneth L. Brown, Class of 1947, Prize in American Studies
Caroline C. White-Nockleby '17, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Wendy M. Wiberg '17, Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History)
Wendy M. Wiberg '17, S. Lane Faison, Jr. 1929 Prize
Gordon R. Wilford '17, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Gordon R. Wilford '17, Dorothy H. Donovan Memorial Fellowship
Gordon R. Wilford '17, John Edmund Moody, 1921, Fellowship
Gordon R. Wilford '17, Laszlo G. Versenyi Memorial Prize
Rebecca G. Williams '17, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Rebecca G. Williams '17, Mellon Mays Undergraduate Fellowship
Daniel P.G.H. Wong '17, Dr. Herchel Smith Fellowship
Patricia Wong '18, Dunbar Student Life Prizes (Third Prize)
Zihan Ye '18, Linen Grant for Summer Travel in Asia
Zihan Ye '18, Robert G. Wilmers, Class of 1990, Language Study Grant
Seunghyun A. Yeo '18, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Seunghyun A. Yeo '18, Colin and Lilli Roche, 1993, Student Research Program
Jenna Yoo '20, Linen Grant for Summer Travel in Asia
Gregory P. Zaffino '17, Dunbar Student Life Prizes (Second Prize)
Sabrina N. Zaldana '17, The Erastus C. Benedict, Class of 1821, Prize in French
Emma W. Zehner '17, William Bradford Turner, Class of 1914, Prize in History
ENROLLMENT

By classes, September 2016
Graduate Students 57
Seniors 533
Juniors 538
Sophomores 552
First-Year Students 560
Total 2183

By classes, February 2017
Graduate Students 57
Seniors 509
Juniors 536
Sophomores 541
First–Year Students 560
Total 2146

Of the 548 who entered in the fall of 2010, 86% graduated from Williams within 4 years and 94% within 6 years; of the 545 who entered in the fall of 2011, 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.

GEOGRAPHICAL DISTRIBUTION

U.S.
Alabama 2
Alaska 8
Arizona 15
Arkansas 2
Armed Forces Europe 1
Armed Forces Pacific 1
California 281
Colorado 18
Connecticut 125
Delaware 5
District of Columbia 13
Florida 79
Georgia 23
Hawaii 9
Idaho 6
Illinois 52
Indiana 12
Iowa 2
Kansas 5
Kentucky 4
Louisiana 3
Maine 24
Maryland 67
Massachusetts 263
Michigan 23
Minnesota 28
Mississippi 3
Missouri 7
Montana 7
Nevada 3
New Hampshire 26
New Jersey 140
New Mexico 6
New York 368
North Carolina 32
North Dakota 1
Northern Mariana Islands 1
Ohio 40
Oklahoma 3
Oregon 22
Pennsylvania 78
Puerto Rico 9
Rhode Island 14
South Carolina 3
Tennessee 17
Texas 49
Utah 9
Vermont 25
Virginia 35
Washington 38
Wisconsin 6

International
Argentina 1
Australia 2
Austria 2
Bangladesh 5
Bolivia 1
Bosnia and Herzegovina 2
Botswana 1
Brazil 3
Burundi 2
Cambodia 1
Canada 22
Chile 1
China 26
Colombia 2
Congo, The Democratic Republic of Costa Rica 1
Ecuador 3
Egypt 3
Ethiopia 3
Fiji 1
France 7
Georgia 2
Germany 2
Ghana 4
Guatemala 1
Guinea 1
Hong Kong 5
India 4
Jamaica 1
Japan 4
Jordan 3
Kenya 5
Korea, Republic of 18
Lebanon 1
Lithuania 1
Madagascar 2
Malawi 2
Malaysia 1
Mali 1
Mauritius 2
Mongolia 2
Mozambique 1
Myanmar 1
Nepal 3
Netherlands 1
New Zealand 1
Nicaragua 1
Niger 1
Nigeria 1
Pakistan 7
Philippines 3
Romania 1
Russian Federation 2
Rwanda 2
Saudi Arabia 1
Senegal 1
Sierra Leone 1
Singapore 8
South Sudan 1
Spain 1
Sweden 1
Switzerland 2
Tanzania, United Republic of 2
Thailand 4
Tunisia 1
Turkey 2
Turkmenistan 1
Uganda 3
United Arab Emirates 3
United Kingdom 17
Viet Nam 6
Yemen 1
Zimbabwe 3
WILLIAMS COLLEGE
Office of the Registrar

CALENDAR 2017-2018

2017

August 28  Monday  First Days
September 4  Monday  Williams Reads
September 5  Tuesday  First-year Student Advising
September 7  Thursday, 8:30 am  Fall Semester begins
September 16  Saturday  Convocation
October  TBA  One of the first three Fridays  Mountain Day
October 9-10  Monday-Tuesday  Reading Period, no classes
October 27-29  Friday-Sunday  Family Days
November 11  Saturday  Homecoming
November 22-26  Wednesday-Sunday  Thanksgiving Break
December 8  Friday, 3:50 pm  Fall Semester ends
December 9-12  Saturday-Tuesday  Reading Period, no classes
December 13-18  Wednesday-Monday  Final Exams
December 19  Tuesday  Vacation begins

2018

January 3  Wednesday, 9:00 am  Winter Study Period begins
January 15  Monday  Martin Luther King Jr. Day, no classes
January 26  Friday, 3:50 pm  Winter Study Period ends
January 31  Wednesday, 8:00 am  Spring Semester begins (classes to follow a Thursday schedule)
February 1  Thursday  Claiming Williams, no classes
February 2  Friday  Classes resume their assigned schedule
February 16-17  Friday-Saturday  Winter Carnival, no classes
March 17-April 1  Saturday-Sunday  Spring Recess
May 11  Friday, 3:50 pm  Spring Semester ends
May 12-15  Saturday-Tuesday  Reading Period, no classes
May 16-21  Wednesday-Monday  Final Exams
June 2  Saturday  Class Day/Baccalaureate Service
June 3  Sunday, 10:00 am  Commencement
June 7-10  Thursday-Sunday  Alumni Reunions

NUMBER OF CLASS MEETINGS

<table>
<thead>
<tr>
<th></th>
<th>Mornings</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M,W,F</td>
<td>T,Th</td>
<td>M,Th</td>
<td>W</td>
<td>T,F</td>
<td>M</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>36</td>
<td>25</td>
<td>25</td>
<td>12</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>36</td>
<td>25</td>
<td>25</td>
<td>12</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

The Winter Study Period covers 23 calendar days.

Approved: 3/11/2015; revised 5/3/2016; revised 5/10/17